

Warringa Park School 5165

School Strategic Plan 2009 -2012



Endorsement by School Principal	SIGNED..... NAME..... DATE.....
Endorsement by School Council	SIGNED..... NAME..... DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Director (or nominee)	SIGNED..... NAME..... DATE.....

School Profile

<p>Purpose</p>	<p>The achievement of excellence in education that will deliver improved learning outcomes for students with additional learning needs in communication, literacy, numeracy and access to successful post school options.</p>
<p>Values</p>	<p>Respect Responsibility Confidence Honesty Personal Best</p>
<p>Environmental Context</p>	<p>Warringa Park School is a specialist school located at 81 Warringa Crescent, Hoppers Crossing. The school population is drawn from the City of Wyndham and caters for students aged between 5 and 18 years who have a diagnosed intellectual disability ranging from mild to profound. Some students have additional physical disabilities or health impairments. An increasing number of students being enrolled have Autism Spectrum Disorder. The current enrolment is 240 students.</p> <p>The school is working towards developing a multi disciplinary approach to program delivery. Teachers, program assistants, allied health consultants, a primary welfare officer and a psychologist work in close relationship with parents to ensure the student's academic and social development. There are 100 teaching and ancillary staff currently employed at the school who are working together to implement a safe and nurturing learning environment.</p> <p>The school is currently developing a whole school curriculum from within the Victorian Essential Learning Standards (VELS) framework but modified to make it more inclusive and integrated for students with diverse needs. Curriculum development has been recognised as a high priority. The school is committed to offering students in the Later Years a pathway via the Victorian Certificate of Applied Learning (VCAL) program. This is an expanding program and the school has strong partnerships with Holmesglen TAFE, Kangan Batman TAFE, RMIT and CERES. For students unable to access VCAL an Independent Living Centre is being established with programs and activities designed around key living and social skills needed for life in the wider community.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student outcomes in literacy and numeracy	<p>100% of students will demonstrate a learning growth in literacy and numeracy over a four year period as measured by Measuring Academic Progress for Students with a Disability against each KLA</p> <p>100% of high support needs students will achieve 'good or better' progress against the goals in their individual learning plans for literacy and numeracy in each year of the strategic plan</p>	<ul style="list-style-type: none"> • Enhance the leadership capacity across the school to support teachers in improving: <ul style="list-style-type: none"> – teaching and Learning practices – their capacity to understand and link student assessments with explicit planning and teaching. – effective assessment, teacher planning and classroom practice – their learning environment characterised by high expectations for student learning
	To improve the capacity of all students to communicate at home, school and in the community	<p>100% of students will achieve 'good' or better progress against the goals in their individual learning plans for communication in each year of the strategic plan.</p> <p>By 2012, when all high support needs students leave the early years all students will have an effective form of</p>	<ul style="list-style-type: none"> • Develop a deep understanding across all sections of the school as to what is functional communication and how it can be modelled, practised and achieved through best practice applied learning principles • Implement a collaborative learning model to develop and implement

		<p>communication for use in the school or home environment.</p> <p>By 2012, all high support needs students within the Middle and Senior School will have an effective form of communication for use in school, home and community environments.</p>	individual learning plans
<p>Student Engagement and Wellbeing</p>	<p>To improve student engagement in learning across all sections of the school</p>	<p>The Stimulating Learning mean on the Parent Opinion Survey will improve from 6.18 to 6.7</p> <p>The Individual Morale mean on the Staff Opinion Survey will improve from 4.9 to 6.7</p> <p>The Learning Focus mean on the Parent Opinion Survey will improve from 5.76 to 6.2</p> <p>The Effective Discipline mean on the Staff Opinion Survey will improve from 3.3 to 4.2</p> <p>Student Orientation mean on the Staff Opinion Survey will improve from 4.2 to 4.5</p> <p>Student Motivation mean on the Staff Opinion Survey will improve from 3.4 to 4.5</p>	<ul style="list-style-type: none"> • Ongoing program development to ensure learning is purposeful and engaging

<p>Student Pathways and Transitions</p>	<p>To improve the transition of students as they move through the school at each year level, and particularly as they move from the Early Years to the Middle Years and from Middle years to Later Years.</p>	<p>The 'Transition' mean on the Parent Opinion Survey will improve from 5.7 to 6.5</p> <p>The 'Student Support Group' mean will improve from 5.92 to 6.6</p>	<ul style="list-style-type: none"> • Implement strategies and actions that ensure a smooth transition of students through the stages of learning • To expand the Student Support Group to involve allied health staff and use a collaborative model of operation
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SCHOOL STRATEGIC PLANNER 2009 - 2012: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
<p><u>Student Learning</u></p> <ul style="list-style-type: none"> ● Enhance the leadership capacity across the school to support teachers in improving: <ul style="list-style-type: none"> – teaching and Learning practice – their capacity to understand and link student assessments with explicit planning and teaching – effective assessment, teacher planning and classroom practice – their learning environment characterised by high expectations for student learning 	Year 1	<ul style="list-style-type: none"> ▪ A whole school assessment profile is developed and implemented across the school ▪ Literacy will be the focus area for whole school improvement in 2009 ▪ Teachers will be coached on setting appropriate learning goals ▪ A planned curriculum documented on a scope and sequence chart is being implemented across the school ▪ Information and Communication Technology (ICT) is integrated into curriculum to deliver improved learning outcomes for students 	<ul style="list-style-type: none"> ▪ There is 300 minutes of timetabled instruction time each day ▪ Literacy and Numeracy blocks operate in the Early and Middle Years ▪ Entry skills in the Individual Learning Plan (ILP) are written from compulsory testing results in communication, literacy and numeracy so there is baseline data. ▪ The school is running a comprehensive induction program ▪ 100% of students are achieving 'good or better' progress in literacy and numeracy.
	Year 2	<ul style="list-style-type: none"> ▪ Develop an applied learning curriculum in the Middle/Later Years with a focus on communication within the Victorian Essential Learning Standard (VELS) framework ▪ Numeracy will be the focus area for whole school improvement ▪ The second year of the curriculum plan will be implemented and reviewed 	<ul style="list-style-type: none"> ▪ A 2 hour literacy block and a 1 hour numeracy block is operating in the Early Years. ▪ A 1 hour literacy block and a 1 hour numeracy block is operating in the Middle Years. ▪ Teachers are able to demonstrate that assessment data informs their teaching practice ▪ Teaching Practice is based on the Principles of learning and Teaching (POLT) ▪ 100% of students are achieving

			‘good or better’ progress in literacy and numeracy
	Year 3	<ul style="list-style-type: none"> ▪ Consolidate and further define the applied learning curriculum ▪ Recommendations of the review of the whole school curriculum plan will be implemented 	<ul style="list-style-type: none"> ▪ A 2 hour literacy block and a 1 hour numeracy block is operating in the Early Years and assessment data is being used to inform teaching ▪ A goal bank is being used to write appropriate goals ▪ Assessment data is being used to inform report writing. This is evident in student reports. ▪ 100% of students are demonstrating learning growth in literacy and numeracy
	Year 4	<ul style="list-style-type: none"> ▪ Further consolidate explicit teaching of communication, literacy and numeracy skills across all stages of learning ▪ Implement the whole school curriculum plan ▪ Learning coaches will support teachers to use assessment to inform teaching and learning practice using POLT principles 	<ul style="list-style-type: none"> ▪ Student Achievement data is analysed and informs teaching and learning practice ▪ All students who leave the Early Years can communicate effectively to unfamiliar listeners ▪ All students in the Middle and Later Years can communicate effectively to unfamiliar listeners ▪ 100% of students are demonstrating learning growth in literacy and numeracy

<ul style="list-style-type: none"> • Develop a deep understanding across all stages of learning of the school as to what communication is and how it can be modelled, practised and achieved through best practice applied learning principles 	Year 1	<ul style="list-style-type: none"> ▪ Develop a Communication policy ▪ Develop school wide protocols for the implementation of aided language teaching strategies ▪ Develop collaborative team protocols 	<ul style="list-style-type: none"> ▪ School wide aided language protocols are being used in all classrooms ▪ Aided language is being used by all staff to support students with high needs. Coaches are supporting this. ▪ All high support need students are routine users of aided language strategies ▪ Communication assessment data is used to inform teaching and learning practice
	Year 2	<ul style="list-style-type: none"> ▪ Implement the Communication policy ▪ Use aided language strategies and an applied learning curriculum in the Middle/Later Years 	<ul style="list-style-type: none"> ▪ The Communication policy is being implemented across the school ▪ Through collaborative teams appropriate goals are being set
	Year 3	<ul style="list-style-type: none"> ▪ Further develop literacy and numeracy blocks which used aided language strategies for high needs students 	<ul style="list-style-type: none"> ▪ Assessment in communication is used to inform report writing
	Year 4	<ul style="list-style-type: none"> ▪ Consolidate explicit teaching of communication, literacy and numeracy skills 	<ul style="list-style-type: none"> ▪ All students who leave the Early Years can communicate effectively to unfamiliar listeners ▪ All students in the Middle and Later Years can communicate effectively to unfamiliar listeners

<ul style="list-style-type: none"> • Develop a collaborative team model that involves key stakeholders in writing and implementing Individual Learning Plans. 	Year 1	<ul style="list-style-type: none"> ▪ 3 Learning coaches will be appointed to support teachers with goal writing and programming especially in communication ▪ A distributed leadership model will be used to strengthen the teams ▪ There is training for staff involved in coaching and mentoring ▪ The Performance and Development (P&D) review process is linked to student achievement 	<ul style="list-style-type: none"> ▪ Teaching and Learning teams minutes record shared curriculum planning and sharing of best practice ▪ Expert teachers are providing coaching and mentoring to assigned staff which is linked to their P&D review. ▪ A uniform P&D review process is operating across the school using the agreed protocol ▪ The School has gained Performance and Development accreditation
	Year 2	<ul style="list-style-type: none"> ▪ The role of the learning coach will be further developed to improve student learning outcomes in literacy and numeracy ▪ Teaching and Learning teams will provide peer feedback to members ▪ The P&D review process is linked to student achievement and the Strategic Plan 	<ul style="list-style-type: none"> ▪ Peer feedback is being delivered through ‘Teacher Focus Plans’ in the Teaching and Learning teams. Records are kept of this ▪ Formal feedback by reviewers is documented in the P&D review process
	Year 3	<ul style="list-style-type: none"> ▪ The role of the learning coach will be further consolidated ▪ Teaching and Learning teams will use multiple sources of data to show evidence of further improved practice ▪ Multiple forms of data will be used for teacher development 	<ul style="list-style-type: none"> ▪ Teachers are discussing their examples of formal feedback and their use of three forms of data (including student achievement) in the P&D review

	Year 4	<ul style="list-style-type: none"> ▪ Further consolidate the role of the learning coach ▪ Teaching and Learning teams will begin to use ‘value adding’ techniques to improve learning outcomes ▪ Consolidate the use of multiple forms of data to inform teaching and learning in the P&D review process 	<ul style="list-style-type: none"> ▪ Teaching and Learning teams are using research to guide the development of new practice
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Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Student Engagement and Wellbeing</u></p> <ul style="list-style-type: none"> • Ongoing program development to ensure learning is purposeful and engaging 	<p>Year 1</p> <ul style="list-style-type: none"> ▪ School Wide Positive Behaviour program introduced ▪ Appointment of a Positive Behaviour team for drafting management plans ▪ Mentoring and coaching across the school in management of students with autism ▪ 2nd year of Festival for Healthy Living introduced ▪ Drum Beat program introduced ▪ Action plan developed to restore play areas ▪ Attitudes to School student survey will be introduced and data analysed in the Middle and Later Years 	<ul style="list-style-type: none"> ▪ Positive behaviour team trained ▪ Decrease in the number of suspensions ▪ Decrease in the number of serious incidents recorded ▪ Improvement in the Student Safety mean on the Parent Opinion Survey ▪ Induction documentation includes behaviour management recommendations ▪ Induction data includes specific teaching strategies for young persons with autism ▪ Documented attendance policy and protocol for follow up of absentees. ▪ Attendance records show a decrease in non certified absences ▪ Festival for Healthy of Living activities program finale has been

			<ul style="list-style-type: none"> presented ▪ Junior playground has been completed ▪ Attitudes to schools survey delivered in middle and senior areas ▪ Improved outcomes against the Effective Discipline Policy mean on the Staff Opinion Survey. ▪ An increase in the number of resilience based small groups programs across the school
	Year 2	<ul style="list-style-type: none"> ▪ Mentoring and coaching across the school in Autism Spectrum Disorder (ASD) management ▪ School Wide Positive Behaviour program implemented ▪ Students where appropriate will be actively engaged in SSG meetings, reporting meetings ▪ Action plan developed to restore play areas is being implemented ▪ Festival for Healthy Living- 3rd year 	<ul style="list-style-type: none"> ▪ Positive behaviour program implemented throughout the school ▪ Teachers are using school wide explicit teaching and management practices for ASD students which are reflected in ILPs and planning documentation ▪ Further decrease in unexplained student absences ▪ Further decrease in number of student suspensions ▪ Senior playground has been restored ▪ Improved outcomes against the Effective Discipline Policy mean on the Staff Opinion Survey.
	Year 3	<ul style="list-style-type: none"> ▪ Further develop expertise in the management of ASD students ▪ School Wide Positive Behaviour program reviewed ▪ Further development of the 	<ul style="list-style-type: none"> ▪ A consensus driven model of behaviour management is being used across the school ▪ Teachers are using school wide explicit teaching practices for

		playground	<ul style="list-style-type: none"> ▪ students with autism ▪ Student Absence is below the statewide mean ▪ Oval has been restored
	Year 4	<ul style="list-style-type: none"> ▪ Further develop expertise in the management of ASD students ▪ School Wide Positive Behaviour program reviewed ▪ Further development of playground 	<ul style="list-style-type: none"> ▪ A consensus driven model of behaviour management is further consolidated across the school ▪ Teachers are using school wide explicit teaching practices for students with autism which are further consolidated ▪ Student Absence is routinely monitored and at the statewide level ▪ Autistic playground and sensory play areas have been restored
<p><u>Student Pathways and Transitions</u></p> <ul style="list-style-type: none"> • Implement strategies and actions that ensure a smooth transition of students through the stages of learning 	Year 1	<ul style="list-style-type: none"> ▪ A playgroup will be offered as part of the Prep transition Program ▪ Transition meeting between teacher will ensure goals are sequential ▪ Transition booklets will be developed ▪ Develop a student profile document to be used across the school ▪ Managed Individual Pathway's (MIP) plans are developed for all students over 15 years ▪ Investigate and develop a new curriculum and reporting framework for years 9,10 ▪ A competency based curriculum is extended and implemented for the 	<ul style="list-style-type: none"> ▪ There is a documented Transition Program which includes Transition Booklets, Timetabled visits and information profiles ▪ A sequential goal bank is being used to monitor goal congruence ▪ Electronic profiles are accessible for every student ▪ All students over 15 years has a MIP's plan ▪ The Independent Living Skills program is documented and competency based criteria used for reporting ▪ The Vocational Education Program is documented and competency

		<p>Independent Living Centre</p> <ul style="list-style-type: none"> ▪ Investigate the possibility of refurbishment of the Independent Living Centre to create an optimal learning environment ▪ A school based vocational education program is introduced ▪ Formalise a transition program for years 10 students moving into VCAL ▪ The introduction of Vocational Educational Training (VET) Block credit programs that engage students of both genders with a targeted focus on ‘female’ programs ▪ The introduction of an off campus program in partnership with St Vinnies accredited organisation is investigated ▪ An ‘On Track’ data base is used to track students once they have left the school ▪ Investigate an off campus facility for VCAL 	<p>based criteria used assessment</p> <ul style="list-style-type: none"> ▪ Female students are accessing more VET modules ▪ 100% of students exit the school with a post school option ▪ ‘On Track’ data base being kept ▪ The number of VCAL students in off campus programs has increased
	Year 2	<ul style="list-style-type: none"> ▪ A formal transition process is consolidated ▪ A new curriculum and reporting framework for years 9,10 will be consolidated ▪ The Independent Living Centre refurbishment plan is being further developed 	<ul style="list-style-type: none"> ▪ ILP goals are more targeted to be appropriate and sequential and set as part of a collaborative SSG process ▪ A prospectus will document the Years 9,10 curriculum and reporting is being used ▪ Competency based assessment is being used for the Independent

		<ul style="list-style-type: none"> ▪ The VET Block credit programs that engage female students are expanded and consolidated ▪ The off campus program in partnership with St Vinnies is consolidated ▪ ‘On Track’ data base is being continually refined ▪ VCAL off campus facility further investigated 	<p>Living Centre</p> <ul style="list-style-type: none"> ▪ Competency based assessment of vocational programs is being used as part of the Work Education Centre ▪ 100% of students exit the school with a post school option ▪ ‘On Track’ data base being analysed in terms of program success
	Year 3	<ul style="list-style-type: none"> ▪ Curriculum framework will be consolidated in Years 9,10 ▪ The Independent Living Centre and vocational programs are consolidated ▪ The VET Block credit programs that engage female students are expanded and consolidated ▪ The off campus program in partnership with St Vinnies is consolidated ▪ ‘On Track’ data base is further expanded ▪ VCAL off campus further developed and business enterprises investigated 	<ul style="list-style-type: none"> ▪ A formalised and sequential transition and goal setting process is operating ▪ The Transition mean on the Parent Opinion Survey is 6 ▪ Students are being assessed according to key competencies in the Later Years ▪ 100% of students exit the school with a post school option ▪ ‘On Track’ data base being kept and analysed in terms of program success ▪ VCAL off campus enterprises developed and trialled

	Year 4	<ul style="list-style-type: none"> ▪ The transition processes are further consolidated ▪ Curriculum framework will be further consolidated in Years 9,10 ▪ The Independent Living Centre and vocational programs are reviewed and further consolidated ▪ VCAL off campus programs further consolidated 	<ul style="list-style-type: none"> ▪ The Transition mean on the Parent Opinion Survey is 6.5 ▪ 100% of students exit the school with a post school option ▪ 4 years of ‘On Track’ data is available for analysis and to evaluate program effectiveness
<ul style="list-style-type: none"> • To expand the Student Support Group (SSG) to include allied health professionals within a collaborative model of operation 	Year 1	<ul style="list-style-type: none"> ▪ Develop an Educational policy ▪ Provide PD for the staff on the SSG process ▪ Team leaders to provide PD on how to run a collaborative SSG meeting ▪ Minutes to be kept of meetings and signed off by parents ▪ Parent Liaison Officer to be available on request to be parent advocate if required by parents ▪ Parent Liaison Officer to be proactive in encouraging parent participation at the SSG level 	<ul style="list-style-type: none"> ▪ A collaborative teaming model is operating at the SSG level- this is documented in the minutes ▪ Qualitative data is being kept on membership of SSG groups and their effectiveness ▪ Parent Opinion Survey data is being analysed and informing the SSG process.
	Year 2	<ul style="list-style-type: none"> ▪ Consolidate the collaborative SSG process 	<ul style="list-style-type: none"> ▪ Analysis of attendance at SSG meetings tells us that the collaborative teaming model is strengthening
	Year 3	<ul style="list-style-type: none"> ▪ Further consolidate and refine the collaborative SSG process 	<ul style="list-style-type: none"> ▪ The Student Support Group mean on the Parent Opinion Survey is 6
	Year 4	<ul style="list-style-type: none"> ▪ Review the collaborative SSG process 	<ul style="list-style-type: none"> ▪ The Student Support Group mean on the Parent Opinion Survey is 6.6