

Swan Hill Specialist School 5268

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>Our school respects the individual and maximises opportunities for students to achieve their educational, social and emotional development in a safe and positive environment.</p>
<p>Values</p>	<p>The values and guiding principles which form the basis of our actions are:</p> <ul style="list-style-type: none"> ➤ Respect ➤ Commitment ➤ Humour ➤ Confidence ➤ Integrity ➤ Teamwork
<p>Environmental Context</p>	<p>Swan Hill Specialist School is a multi-mode specialist school in the Murray River town of Swan Hill in northern Victoria. Built on seven acres of land adjacent to sporting facilities and near to a primary school allows the school close links with the wider community. The school enjoys a very positive image and reputation in the local and educational community. The relatively new facilities and established native gardens provide a very appealing venue for teaching and learning. The school is co-educational and caters for students aged between five and eighteen years and provides specialist education for students with mild to severe intellectual disability, associated disabilities and for students with autism spectrum behaviours.</p> <p>Of the students currently enrolled, many are drawn from a wide geographical area including the rural towns of Tooleybuc, Piangil, Manangatang, Sea Lake, Quambatook, Kerang, Koondrook, Barham, Moulamein and Balranald. Students living within the school transport zone are transported to and from school.</p> <p>Student enrolments have significantly increased with enrolment in 2004 at 45 and at 70 in 2008. This has necessitated a reorganization of the school into three sub-schools catering for three distinct groups. The school operates an early years unit for students aged from five to nine years, a middle years unit with students aged from ten to fifteen and a senior unit for students sixteen to eighteen years. 80% of enrolled students are older than ten years and 60% of the total enrolments are male students.</p> <p>The staff profile of fourteen teachers includes a principal, three leading teachers, five experienced teachers, three accomplished and two graduate teachers. Of the sixteen school support staff, two are administration officers.</p>

The school maintains class sizes that reflect the learning needs of students and provides students with the opportunity to access all the learning areas in accordance with the Victorian Essential Learning Standards. The curriculum is constantly reviewed to ensure that it meets the needs of the students and community expectations.

Student learning is enhanced by a multi-disciplinary team comprising department psychologists, social workers and speech therapists, contracted physiotherapy and occupational therapy from Swan Hill Hospital, and a dedicated group of volunteers who organize a successful 'Riding Develops Ability' program. The school aims to develop in each student the maximum level of independence.

Swan Hill Specialist School offers a visual arts program, therapy and sensory facilities and independent kitchen facilities for each classroom. Other facilities include a swimming therapy pool, purpose built playgrounds for younger students and an extensive community garden. The therapy pool is also utilized by other Swan Hill educational and community groups. Students enjoy easy access to a large number of networked computers throughout the school.

Student skills are enhanced through involvement in activities that focus on positive behaviours, praise and reinforcement. Many students are involved in successful integration programs with local primary and secondary schools. A working liaison has been formed with Swan Hill College for the implementation of the Victorian Certificate of Applied Learning (VCAL). This complements transition to the Futures for Young Adults (FFYA) program as a post schooling option. There is a close liaison with community groups, especially in the provision of transition programs, recreation options and respite care.

Students come from a wide range of family backgrounds. The Student Family Occupation (SFO) density score when scored against all government schools is at 0.69 on a scale of 0.0 to 1.0. This score indicates the socio-economic status of school families and in this instance, suggests a range of socio-economic circumstances within the school community with some families possibly facing severe hardship *as* many students are drawn from farming areas severely affected by drought.

New families are warmly welcomed into the school and the involvement in curriculum and social activities and special events by families is encouraged. The parent community supports a broad range of social events and fund-raising activities.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve learning outcomes for every student in literacy and numeracy.	<p>90% of literacy goals set for students in Individual Education Plans will be achieved.</p> <p>90% of numeracy goals set in Individual Education Plans will be achieved.</p> <p>80% of enrolled students to gain competency in VCAL units and Certificate 1 in Transition Education units.</p>	Enhance teaching and learning practice across all curriculum areas with a particular focus on mathematics.
Student Engagement and Wellbeing	Engage all students in their learning and develop in each individual a sense of wellbeing and connectedness to school.	<p>All variables of the parent opinion survey to be at the fourth quartile between 2009 and 2012</p> <p>Staff satisfaction as measured by the variables role clarity and effective discipline policy of the staff opinion</p>	Maintain a whole-school focus on the promotion of positive relationships, student resilience and responsible behaviour.

		<p>survey to be above the variable score of 81.36 by 2012</p> <p>Staff satisfaction as measured by the variable classroom misbehaviour of the staff opinion survey to be above the variable score of 34.75 by 2012</p> <p>Reduce the average number of days absent per student by 1 day by 2012.</p>	
Student Pathways and Transitions	Provide transitions and pathways that maximize learning outcomes for all students at all stages of schooling.	<p>Progressively improved levels of parent and teacher satisfaction with the transition program as measured by school-developed assessment tools</p> <p>Parent satisfaction as measured by the transition variable of the parent opinion survey to be at above the variable score of 6.16 between 2009 and 2012.</p>	Develop pathway processes for all students from entry to school to post school placement.

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)
Enhance teaching and learning practice across all curriculum areas with a particular focus on mathematics.	Year 1	<ul style="list-style-type: none"> ▪ Review whole school teaching strategies and assessment tasks in mathematics ▪ Review assessment and reporting practices to develop a whole school assessment schedule ▪ Review teacher & SSO performance & development plan format to focus on professional learning using peer observation and feedback, reflective practice and student outcomes to inform teacher planning and program implementation 	<ul style="list-style-type: none"> ▪ By term 2 there is an agreed whole school approach to teaching and assessing maths ▪ By term 4 there is an agreed whole school assessment schedule ▪ All staff will attend Learning Walk workshops. ▪ By the end of Term 3 all staff will have participated in one Learning Walk.
	Year 2	<ul style="list-style-type: none"> ▪ Implement and monitor whole school teaching strategies and assessment tasks in mathematics ▪ Implement and monitor whole school assessment schedule. ▪ Continue to monitor teacher & SSO performance & development plan format 	<ul style="list-style-type: none"> ▪ By Term 2 all teachers use agreed whole school approach to teaching and assessing maths ▪ By term 4 all teachers use agreed whole school assessment schedule ▪ By the end of Term 3 all staff will have participated in three Learning Walks.
	Year 3	<ul style="list-style-type: none"> ▪ Continue to monitor whole school teaching strategies and assessment tasks in mathematics and revise if necessary. ▪ Continue to monitor whole school assessment schedule and revise if necessary. ▪ Evaluate effectiveness of teacher & SSO performance & development plan format 	<ul style="list-style-type: none"> ▪ The teaching and assessing of mathematics is clearly understood by all staff. ▪ All staff adhere to whole school assessment schedule ▪ All staff has received sustained regular feedback from other teachers & SSOs after observing their teaching & support practices.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate the effectiveness of the whole school teaching strategies and assessment tasks in mathematics and revise if necessary. ▪ Evaluate the effectiveness of the whole school 	<ul style="list-style-type: none"> ▪ The teaching and assessing of mathematics is clearly understood by all staff. ▪ All staff adhere to whole school assessment schedule

		<ul style="list-style-type: none"> assessment schedule and revise if necessary. Evaluate effectiveness of teacher & SSO performance & development plan format 	<ul style="list-style-type: none"> All staff adhere to the peer observation and feedback sessions
Maintain a whole-school focus on the promotion of positive relationships, student resilience and responsible behaviour.	Year 1	<ul style="list-style-type: none"> Embed restorative practice model to promote socially responsible behaviours as part of student learning. 	<ul style="list-style-type: none"> By Term 4 all classes use Circle Time strategies and restorative chats
	Year 2	<ul style="list-style-type: none"> Review effectiveness of restorative practice model and revise if necessary. Document the range of Physical, Personal and Social learning across the school 	<ul style="list-style-type: none"> Wellbeing Committee and staff regularly review Behaviour Incident Reports and Student Survey Opinion data By Term 4 all staff engage their students in a range of Physical, Personal and Social Learning.
	Year 3	<ul style="list-style-type: none"> Continue to monitor the effectiveness of restorative practice model and revise if necessary. Monitor the effectiveness of Physical, Personal and Social learning across the school and revise if necessary. 	<ul style="list-style-type: none"> Wellbeing Committee and staff regularly review Behaviour Incident Reports and Student Survey Opinion data Physical, Personal and Social Learning is clearly understood and owned by all staff.
	Year 4	<ul style="list-style-type: none"> Evaluate the effectiveness of restorative practice model and revise if necessary. Evaluate the effectiveness of Physical, Personal and Social learning across the school and revise if necessary. 	<ul style="list-style-type: none"> Wellbeing Committee and staff regularly review Behaviour Incident Reports and Student Survey Opinion data Physical, Personal and Social Learning is clearly understood and owned by all staff.
Develop pathway processes for all students from entry to school to post school placement.	Year 1	<ul style="list-style-type: none"> Trial an electronic profile with Early Years sub-school which will record each student's progress taking into account both academic learning and social/personal skills. 	<ul style="list-style-type: none"> By Term 2 all Early Years students will have an electronic profile.
	Year 2	<ul style="list-style-type: none"> Monitor the effectiveness of the electronic profile and revise if necessary. 	<ul style="list-style-type: none"> By Term 2 all Early Years teachers confidently use electronic profiles.
	Year 3	<ul style="list-style-type: none"> Continue to monitor the effectiveness of the electronic profile and revise if necessary. Expand the electronic profile to include Middle Years sub school. 	<ul style="list-style-type: none"> By Term 4 all Early Years and Middle Years students will have an electronic profile.
	Year 4	<ul style="list-style-type: none"> Evaluate the effectiveness of the electronic profile and revise if necessary. 	<ul style="list-style-type: none"> All electronic profiles are linked to Individual Learning Plans.