

School Strategic Plan for Skene Street Specialist School,

Grampians Region

2015-2018

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| Endorsement by School Principal | Signed …………………………………….  Name John McKee  Date ……………………………………… |
| Endorsement by School Council | Signed …………………………………….  Name Graeme Ferguson  Date ……………………………………… |
| Endorsement by Regional Director | Signed……………………………………….  Name Matt Dunkley  Date…………………………………………… |

Approved by SSSS Council on \_\_/\_\_/\_\_ \_\_\_\_\_\_\_19/03/2014

School Profile

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| **Purpose – including vision statement** | Skene St Specialist School is a dual mode specialist school that caters for the social, emotional and educational needs of students aged from five to eighteen years of age. All students enrolled at the school have an assessed intellectual disability. However, many of the students also have paramedical needs and access to physiotherapy, occupational therapy, speech therapy and psychological services is provided on a needs basis.  The school is committed to providing the highest quality education available to its students and aims to develop those essential skills that enable functional, acceptable and enjoyable participation in society. |
| **Values** | * The school is committed to providing the highest quality education available to its students and aims to develop those essential skills that enable functional, acceptable and enjoyable participation in society. * The school supports every students’ underlying right to develop to their maximum potential in a caring and supportive environment. |
| **Environmental Context** | Skene Street Special School is situated close to the centre of the country town of Stawell, which is on the Western Highway approximately 230kms west of Melbourne.  The school is a dual mode specialist school that caters for the social, emotional and educational needs of students aged from five to eighteen years of age. All students enrolled at the school have an assessed intellectual disability. However, many of the students also have paramedical needs and access to physiotherapy, occupational therapy, speech therapy and psychological services is provided on a needs basis.  The school’s SFO index is 0.6559 and many of the parents are unemployed. The school works to support the parents and carers of the students in the view that educational and developmental outcomes are best achieved when parents, staff and caregivers work closely together.  The school is housed in a new purpose built facility which opened in 2011 and which is very well equipped to meet the students’ needs. It is located close to Stawell’s shopping centre and the staff capitalise on shops, community services, and recreational facilities to broaden student learning. The school also has community access buses equipped with wheelchair hoists.  The school has a current enrolment of 42 students who come from the cities of Stawell and Ararat, and the surrounding district. Many of the students travel to school daily on the available supervised bus run. The school prides itself on caring for the whole family, not just the student.  The school staffing profile comprises the Principal, 5 teachers, 10 Educational Support Staff, 5 bus staff, a Business Manager and a part time front office person. Regular Regional support is provided by a Psychologist and Social Worker. Close links are maintained with other specialist schools in the region and across the state to gain further program support. A relationship is also maintained with local mainstream schools to support the integration of Skene Street students to those schools.  Staff/student ratio is excellent, with specially trained teachers, Educational Support Staff and therapists working as a cohesive multi-disciplinary team. The school aims to ensure the staff stay up to date with current knowledge and practice by continually providing staff with access to quality professional development.  The school provides a practical based, broad curriculum that is based on the AusVELS curriculum. Each student has an individual learning plan that highlights skill acquisition tasks that are worthwhile, challenging and achievable. The selection of programs and activities for each student is determined by their academic, physical, social and emotional developmental needs. The school’s curriculum is also enhanced by community based programs such as Riding for the Disabled, Aquatics, Work Experience and Community Access.  The school works to establish and maintain relationships with the broader Stawell and Ararat communities and through these relationships it gains direct support including some funding as well as avenues to broaden the opportunities and experiences for students. The school also maintains a relationship with its Sister School “Yiwu Special School” in China. |

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|  | **Goals** | **Key Improvement Strategies** |
| **Student Learning**   * Increasing the sense meaning all students have for their learning * Improving the provision of support for student speech development | * Students understand the value of what they are learning and why they are learning it. * Students requiring communication assistance are achieving this through the provision of adequate support | * Curriculum will represent the provision of ‘career/work’ education throughout the whole school. * Implementation of Play-based learning as an integral part of the curriculum. * Provision of Speech Therapy Assistant Program (STAP) training to all staff |
| **Engagement**   * Continuing to Improve student, parent and broader community involvement | * To further develop and enhance student connectedness to school by supporting all members of the school community | * Establishment of a parent/carer group to assist in the development of their child’s learning and personal skills * Consolidation the Junior School Council so that it has an integral role to play in development of leadership responsibilities amongst students * Retain students at school until the end of the year they turn 18, maximising their independence. * Increased attendance to 90% across the school |
| **Wellbeing**   * To further develop and enhance a broad range of strategies to support the wellbeing and individual needs of all students | * To further develop and enhance a broad range of strategies to support the wellbeing and individual needs of all students across the school and in the broader community. | * Implementation of a structured Whole school Health & Well-Being Framework |
| **Productivity** | * To provide effective resourcing structures to support achievement of improved student outcomes. | * Establishment a Sustainability Committee |

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| **STRATEGIC PLAN 2015 – 2020**  **Student Learning** | | | |
| **2015** | | **2016** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Speech Therapy Assistance**   * Provision of Speech Therapy Assistant Training to all Staff * Individualized intervention and support to target skills deficits and prevent further speech related issues | **Speech Therapy Assistance**   * STAP Training completed * Individualised classroom strategies to support access to the curriculum * Development of comprehensive assessments and diagnosis * Enhanced evidence based PSD funding applications in relation Speech | **Speech Therapy Assistance**   * Provision of focussed support for groups and whole class strategies. * Feedback & Information sharing with STAP trained staff in other Specialist Schools with support from a trained Speech Therapists | **Speech Therapy Assistance**   * Collaborative program development by teachers targeting specific skills development, such as phonological awareness or narrative skills * Formation of a Grampians STAP Specialist Schools Network |
| **Learn to Play**   * Development of resources contains a range of activities that will help teachers use pretend play in the classroom to extend children’s oral language, narrative competence, symbolic thinking and problem-solving skills | **Learn to Play**   * ‘Learn to Play’ related Learning Activity sheets, Toy Kits, Diagnostic Checklists Story Sequencing cards & Play Demonstration Videos | **Learn to Play**   * Development of peer support directed resources to co-facilitate ‘Learn to Play’ * Extension of ‘Learn to Play into the Inters Groups | **Learn to Play**   * Senior students ‘Learn to Play’ Peer Support training * Learn to Play Professional Development for Inters Teachers and ES Staff |
| **Living Skills**   * Staff audit existing programming in relation to living skills which include daily routines such as transition in and out of school, organizing, personal hygiene, tidying up, cooking, making beds, putting on the alarm clock, shopping, catching public transport etc. | **Living Skills**   * Completion of a Living Skills Program Audit that formative Living Skills milestones from Preps top Senior Students | **Living Skills**   * Explore other related Living Skills Frameworks in other Special Settings to identify ‘gap in service’ in our existing program * Induct these additional program goals and strategies into the Living Skills Program | **Living Skills**   * Completion of updated Living Skills program |

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| **STRATEGIC PLAN 2015 – 2020**  **Student Learning** | | | |
| **2017** | | **2018** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Speech Therapy Assistance**   * Ongoing development of collaborative programming by teachers specific skills development, such as adapting lessons to reduce language complexity | **Speech Therapy Assistance**   * Formation of an educational team to identify and monitor students requiring intensive intervention and support | **Speech Therapy Assistance**   * Provision of high quality evidenced based teaching and learning that supports oral language and development across the school | **Speech Therapy Assistance**   * Highly developed whole school resources and evaluation tools and used as part of school self-evaluation process |
| **Learn to Play**   * Active participation local mainstream students and community members either modelling or participating directly in the program | **Learn to Play**   * Extension of the Senior Student Peer Support Program to outside community participants e.g. Stawell SC VCAL students, Volunteers, Axis Employment | **Learn to Play**   * Provision of high quality evidenced based teaching and learning that demonstrates increased development of cognitive skills, language and a range of other pre-literate skills | **Learn to Play**   * Highly developed whole school resources and evaluation tools and used as part of school self-evaluation process |
| **Living Skills**   * Continue refinement and resource acquisition to complement existing Living Skills Program * Utilization of the Living Skills Centre to demonstrate an accumulative skills base acquired by students | **Living Skills**   * Supervised overnight stays by students in order to demonstrate skills acquired during the Living Skills Program | **Living Skills**   * Scaffolding career and work related skills as part of the Senior component of the Living Skills Programming e.g. Interview skills, lifting, packing, counting, speaking assertively, using specific equipment, understanding basic OHS requirements etc. | **Living Skills**   * Demonstration of work related skills in various occupational settings e.g. sheltered workshops |

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| **STRATEGIC PLAN 2015 – 2020**  **Student Wellbeing** | | | |
| **2015** | | **2016** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Health & Wellbeing Whole School Framework**   * Audit existing H&W strategies across the school * Identify ‘gaps in service’ as well as priority H&W areas * Collect/analyse relevant data and notes in relation to ‘at risk’ students | **Health & Wellbeing Framework**   * Documentation of existing H&W strategies * Documentation of additional priority areas including service gaps * Provision of relevant Professional Learning in relation to H&W | **Health & Wellbeing Whole School Framework**   * Development of whole school model based on the “Mind Matters’ to address and support student health & wellbeing * Development of timeline for implementation of model | **Health & Wellbeing Framework**   * Provision of overarching documents providing a framework and planning tools to assist with possible structures, strategies, community partnerships and curriculum programs |
| **Positive Behaviour Support**   * Development of Individual Behaviour Management Plans with all relevant staff to encourage a consistent whole school approach to ‘at risk’ students * Positive Behaviour Support (PBS) professional learning for teachers including a ‘homegrown’ behaviour strategies database | **Positive Behaviour Support**   * Identified students with challenging behaviours will have IBP’s that are communicated effectively to all relevant staff * Development of a Positive Behavioural Database | **Positive Behaviour Support**   * Provision of guidelines in respect to legal ramification and responses in dealing with children demonstrating extreme behaviours * Consolidate use and tracking of IBPs for designated students | **Positive Behaviour Support**   * Completion of the ‘Legal Framework for Responding to Extreme Behaviour’ Profession Development * Additional training provided in respect to behaviour management strategies * Maintenance and review IBPs |

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| **2017** | | **2018** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Health & Wellbeing Whole School Framework**   * Full implementation of Health & Wellbeing Framework supported by relevant Professional Learning and structures | **Health & Wellbeing Framework**   * Framework implemented | **Health & Wellbeing Whole School Framework**   * Review Health & Wellbeing strategies and effectiveness of the model implementation in context of the school review | **Health & Wellbeing Framework**   * Assessed as part of school self-evaluation |
| **Positive Behaviour Support**   * Ongoing Case Management of students using Individual Behavioural Plans * Examination of OHS policies and procedures in relation to behaviour management and restraint policies | **Positive Behaviour Support**   * Individual Behaviour management plans across the School as necessary * Student Support Meetings Transition meeting for student change class groups | **Positive Behaviour Support**   * Ongoing development IBP’s and ILPs for all students presenting with challenging behaviours * Notes from Student Support Meetings Transition meetings | **Positive Behaviour Support**   * All students with identified challenging behaviours have a behaviour management plan that all teachers know, understand and consistently implement. * Completed as part of school self-evaluation |

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| **STRATEGIC PLAN 2014 – 2017**  **Student Engagement** | | | |
| **2015** | | **2016** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Junior School Council**   * Review of the existing JSC model and development of recommendations to further student input into both curricular and extra-curricular program | **Junior School Council**   * JSC voting process and program is agreed on and documented. * Feedback on existing program collated and recommendations tabled to staff & students | **Student Leadership**   * In conjunction with Principal & Chaplain enable student leaders to provide feedback regarding curricular and extra-curricular program | **Student Leadership**   * Documentation of JSC feedback collected. |
| **Attendance**   * Establish sound, reliable procedures to monitor attendance and identify trends in attendance data. * Implement revised DEECD Attendance guidelines and supporting attendance improvement strategy (Every Day Counts). * Respond to attendance issues identified as initial priority for action where overall attendance has fallen below 80%, including * Intervention strategies * Develop and implement improved communication strategies to parents/ community on the importance of attendance | **Attendance**   * Overall school attendance at or above 90% * Attendance monitoring procedures documented and trend data published middle and end of each term. * DEECD Attendance Guidelines and supporting strategies presented to parents & school community and implemented * Implementation of “Every Day Counts” campaign * All students with attendance below 80% identified and responded to. | **Attendance**   * Review impact of 2015 actions to target attendance issues and develop priorities for 2016 targeted action, including a focus on truancy and unapproved absences * Review impact of revised attendance guidelines implementation and adjust as necessary. * Maintain focus on all students and families where student attendance overall is below 80%. * Take additional actions for students with attendance below 80% where no significant improvement has been shown. | **Attendance**   * Improved attendance data at all levels in relation to truancy and unapproved absences * Further improvement in overall attendance data at all year levels by at least another 1% at all levels * Students with attendance rates below 80% identified with supporting improvement strategies and follow up actions |

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| **STRATEGIC PLAN 2014 – 2017**  **Student Engagement** | | | |
| **2017** | | **2018** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Junior School Council**   * JSC use student feedback to implement changes to curriculum and extra-curricular programs as appropriate. | **Junior School Council**   * JSC use feedback to implement changes to curriculum as appropriate. | **Junior School Council**   * Evaluate effectiveness of JSC feedback on development of curriculum and co-curricular programs * Full evaluation of JSC program with further recommendations for development of model to improve effectiveness and sustainability of program. | **Junior School Council**   * Impact of the JSC reviewed as part of the School Self-Evaluation. |
| **Attendance**   * Review overall attendance patterns across the school. * Target year levels where overall attendance has not reached at least 90% | **Attendance**   * Review overall attendance patterns across the school. * Target class groups where overall attendance has not reached at least 90% | **Attendance**   * Review progress over the strategic planning cycle with a view to further enhancement of attendance improvement strategies being implemented. | **Attendance**   * Overall school attendance to be at or above 92% across the College and at or above to 90% at each individual year level. * Attendance data and improvement strategies reviewed as part of the School Self-Evaluation. |

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| **STRATEGIC PLAN 2014 – 2017**  **STUDENT PRODUCTIVITY** | | | |
| **2015** | | **2016** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Productivity**   * Develop and implement improved communication strategies as outlined separately. * Ensure funding is prioritised to support key priority directions within the College | **Productivity**   * Improved Student Resource Package (School Budget) | **Productivity**   * Ensure resourcing is prioritised to support key priority directions within the school | **Productivity**   * Productivity & Sustainability fully operational with * fully implemented and focussed on supporting growth in learning outcomes for students |

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| **2017** | | **2018** | |
| **Actions** | **Achievement Milestones** | **Actions** | **Achievement Milestones** |
| **Productivity**   * Ensure resourcing is prioritised to support key priority directions within the College * Review effectiveness of program budget model | **Productivity**   * Improved School Budget | **Productivity**   * Ensure resourcing is prioritised to support key priority directions within the College | **Productivity**   * Program budgeting model reviewed |