

School Strategic Plan 2018-2022

Skene Street School Stawell (5272)



Submitted for review by Sandi Slocombe (School Principal) on 01 November, 2018 at 03:46 PM

Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 02 November, 2018 at 09:38 AM

Endorsed by Graeme Ferguson (School Council President) on 02 November, 2018 at 05:02 PM

School Strategic Plan - 2018-2022

Skene Street School Stawell (5272)

<p>School vision</p>	<p>Skene Street Specialist School's vision is: "to deliver a high quality, individualised program to allow students to reach their personal best and embrace our school motto- 'See me as I am'".</p>
<p>School values</p>	<p>Skene Street Specialist School's values are: Be Safe Be Respectful Be Responsible Be a Learner. Further information included in our "School Wide Positive Behaviour Support- Social Skills Framework" document.</p> <p>These values underpin how all members of the school community work together, interact and support each other. It is expected that staff, student, parents and the community in general all display these values when within our school environment or the wider community.</p>
<p>Context challenges</p>	<p>Skene Street Specialist School (Skene St SS) is a government, dual mode specialist school in Stawell in regional Victoria, for students with an intellectual disability between the ages of 5–18 years. The school serves the district communities around Stawell and Ararat, Victoria.</p> <p>The school is now housed in a purpose built facility which opened in 2011 and which is equipped to meet the students' needs. It is located close to Stawell's shopping centre with shops, community services and recreational facilities that staff use to broaden student learning.</p> <p>During the past four years, the facade and grounds of the school have been developed. Students have been involved in gardening programmes, maintaining the Living Skills Centre gardens and individual classroom backyards. Students have also created a number of artworks such as totem poles and murals. The Sensory Garden is becoming established; play equipment includes a boat, outdoor blackboard, log sitting areas and a 'Chill out Shed'. There has been conversion of a spa to an area for students to relax, listen to music, draw, play games and socialise at recess and lunchtimes. There is also a sand and water play trolley providing students with another tactile place to play.</p> <p>Enrolments at the time of the review were approximately 45.8 full time equivalent (FTE) students. Over the past four years, enrolments increased by six students, and indications are that this will continue.</p> <p>The Student Family Occupation (SFO) index was 0.6905 and the Student Family Occupation Education (SFOE) index was 0.6673 in 2017–18.</p> <p>The staffing profile of Skene St SS includes a Principal and Assistant Principal, 5.9 teachers, 11.4 full time equivalent Education Support (ES) staff.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs. The Victorian Curriculum Foundation–</p>

	<p>Year 10 includes Towards Foundation Level (Levels A to D) for students with disabilities. There are programs in English, Mathematics, Physical Education, the Arts and Life skills.</p> <p>Each student has an Individual Education Plan (IEP) that highlights skill acquisition tasks that are designed to be worthwhile, challenging and achievable. Specialist programs include Vocational Education, Riding for the Disabled, Community Access, Developmental Learning Skills, Swimming, Choir and Physiotherapy.</p> <p>Our biggest challenge at present is a high rate of student absence, which is impacted by a wide range of factors. We will be focusing on decreasing the amount of parent choice- unauthorised absences.</p>
<p>Intent, rationale and focus</p>	<p>The 3 major areas of focus over the life of this Strategic Plan are:</p> <ul style="list-style-type: none"> • Student learning growth (FISO: Curriculum Planning and Assessment) • Student engagement and inclusion (FISO: Positive Climate for Learning) • School Leadership (FISO: Building Leadership Teams) <p>It is the intention of school leadership, teachers, ES staff and parents that we provide programs and support to ensure there is an increase in student learning growth across all levels. This will be monitored through regular assessments implemented consistently across the school. Programming and student goals will reflect individual student need and interests to promote engagement and increase student voice. Increasing staff knowledge and capacity to cater for students who have intellectual disabilities will assist in the continued implementation of programs that are experience based, challenging and related to Individual Learning Goals based around the Victorian Curriculum.</p> <p>As a staff we will aspire to offer authentic, quality educational experiences that develop futures, create opportunities and inspire student potential; enabling our students to be valued and contributing members of the wider community.</p>

School Strategic Plan - 2018-2022

Skene Street School Stawell (5272)

Goal 1	To improve individual student learning growth across all domains with a focus on English and Mathematics.
Target 1.1	At least 80 per cent of students will achieve their English and Maths goals as set in their IEPs.
Target 1.2	The whole school percentage endorsement of the Teaching and Learning module in the School Staff Survey (SSS) will improve by the end of the SSP cycle to be 80 per cent positive endorsement.
Target 1.3	By the end of 2022 the Attitudes to School Survey (AtoSS) data will show over 90 per cent positive response to differentiated learning challenge and high expectations for success.
Key Improvement Strategy 1.a Curriculum planning and assessment	1. Further develop a cohesive school wide approach to the teaching of English and Mathematics with a particular focus on assessment and tracking of student progress. (CPA)
Key Improvement Strategy 1.b Building practice excellence	2. To build staff capacity to identify and focus on point of need learning. (BPE)
Key Improvement Strategy 1.c Building practice excellence	3. To further expand the experiential learning approach across the whole school in all domains. (BPE)

Goal 2	All students are engaged and supported in an inclusive learning community.
Target 2.1	<ul style="list-style-type: none"> • To reduce unexplained and parent choice school unauthorised absence to below State Special School mean. • To reduce the percentage of students absent for 10 and 30 days to 30 per cent or less.
Target 2.2	<ul style="list-style-type: none"> • By 2022 the student AToSS data to show over 90 per cent positive response to Stimulating Learning, School Connectedness and Inclusion. • By 2022 the Parent Opinion Survey (POS) data to show over 90 per cent positive response to confidence and resilience skills, parent participation and involvement and transitions.
Key Improvement Strategy 2.a Empowering students and building school pride	To provide opportunities for authentic student voice, agency and leadership in their learning (ESP)
Key Improvement Strategy 2.b Building communities	To strengthen the school's engagement with the parents and local community to improve student learning outcomes (BC) (PCP)
Key Improvement Strategy 2.c Building communities	To strengthen the school's transition processes into, through and post school (BC)

Goal 3	Effect school leadership that supports improved student learning, engagement and wellbeing outcomes.
Target 3.1	By the end of 2022, the Positive Outcomes for the School Leadership module in the SSS will be above 80 per cent.
Target 3.2	By the end of 2022, there will be at least 90 per cent positive response to the general satisfaction, and school pride and confidence factors in the POS.
Target 3.3	The budget supports the provision of appropriate leadership positions in the school for the life of the SSP.
Target 3.4	The budget remains in surplus for the life of the SSP.
Key Improvement Strategy 3.a Building leadership teams	Development of a leadership framework with clear roles and responsibilities defined in line with the Australian Institute for Teaching and School Leadership (AITSL) standards (BLT)
Key Improvement Strategy 3.b Instructional and shared leadership	Develop the capacity of staff within the school to undertake leadership roles in line with school priorities (ISL)
Key Improvement Strategy 3.c Building leadership teams	Create and implement processes and procedures that support quality planning and decision making. (BLT)