

School Strategic Plan 2022-2026

Skene Street School Stawell (5272)



Submitted for review by Sandi Slocombe (School Principal) on 20 October, 2022 at 11:10 AM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 20 October, 2022 at 01:10 PM
Endorsed by Graeme Ferguson (School Council President) on 15 November, 2022 at 05:10 PM

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School vision	<p>Skene Street Specialist School's vision statement 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>Staff strive to provide students with the best possible foundation in life through a well-rounded, experience-based education. Programs are designed to provide students with the skills and confidence to empower them to become successful, respectful and active members of their community.</p>
School values	<p>Skene Street Specialist School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>Skene Street Specialist School values underpin how all members of the school community work together, interact and support each. These agreed values are: Be Safe Be Respectful Be Responsible Be a Learner.</p> <p>Our "School Wide Positive Behaviour Support- Social Skills Framework" document outlines how these values are displayed, modelled, reinforced and explicitly taught. It is a proactive approach where staff focus on teaching all students agreed expected behaviours and pro-social skills, rather than reacting to inappropriate behaviour.</p> <p>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>
Context challenges	<p>Current context:</p> <p>Skene Street Specialist School (Skene Street SS) is located in Stawell and sits on the traditional lands of the Djab Warrung and Jadawadjali people, at the foothills of the Grampians National Park (Gariwerd). The school is approximately 236 kilometres from the Melbourne Central Business District. The school was founded in 1937, originally operating within the grounds of the Pleasant Creek Training Centre. In 1994 the school was moved to the current site in Skene Street, utilising a Department of Education and Training (DET) owned building and a house previously housing Student Support Services. The current purpose-built facility was opened in 2011.</p> <p>The school comprises of a large U-shaped building, consisting of six classrooms, administration and meeting spaces and specialist rooms including art, physiotherapy, living skills and multipurpose rooms.</p> <p>The outdoor learning spaces include a central courtyard, backyard areas for each classroom and a playground including an oval, ½</p>

	<p>sized basketball court and playground equipment.</p> <p>Enrolments at the time of the review were approximately 44 students.</p> <p>The staffing profile at the time of review included a principal, nine teachers, 12 full time equivalent (FTE) Education Support (ES) staff, two office administration staff, four bus staff and a school chaplain.</p> <p>The school provides an approved curriculum framework differentiated to meet student needs.</p> <p>Skene Street SS delivers programs promoting personal independence and a valued lifestyle, by empowering students with the knowledge, skills and behaviours to be successful and positive learners and valued community members. The underlying right of each individual to develop to their maximum potential within a caring and supportive environment generates the curriculum and program planning at Skene Street SS.</p> <p>During the review process, the panel identified a number of challenges within our school context, including:</p> <ul style="list-style-type: none"> * Staffing remains an ongoing issue. Classroom staffing is adequately covered, but vacancies, including middle leadership, therapeutic and well-being support staff have not been filled. * The Panel acknowledged that the student cohort at the school was vulnerable with several students having significant health issues. As such, the restrictions and associated health concerns were a barrier to the school improving attendance. *Our school has a high level of socio-educational disadvantage, the Student Family Occupation Education (SFOE) index for 2022 is 0.6932. This provides challenges as to the considered value of education with many of our families, with staff focusing on building trust and rapport with families to increase student engagement and attendance. <p>The Panel identified a number of barriers to improving and assessing learning growth, including:</p> <ul style="list-style-type: none"> *The Panel found the assessment tools used across the school had not allowed for the improvements in student learning to be sufficiently identified and tracked. The Abilities Based Learning and Education Support (ABLES) tool, the most common assessment tool utilised across the school to both locate student learning needs and track progress provided an appropriate overall assessment. For some students at the school however, their progress was not linear and, as such, could not be adequately evidenced using this assessment tool. *The Panel observed that numeracy assessment was less developed across the school and relied solely upon teacher judgements using teacher constructed assessment tools. The Panel recommended the school undertake work to identify and embed an appropriate numeracy assessment tool. The Panel considered this would likely assist with both identifying students' numeracy skills and in tracking progress.
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions for the next SSP:</p> <ul style="list-style-type: none"> • English, mathematics and communication skills • HITS • school and family partnerships • transitions and pathways

- instructional and shared leadership, with a focus on middle leadership
- health and well-being.

The focus areas for the next 4 years will be to improve student learning outcomes and building the personal and social capabilities of our students.

The goals and targets of the SSP will be broken down into yearly goals and targets, supported by actions identified in the Annual Implementation Plan and through the appropriate allocation of resources.

Areas of practice to strengthen and specific priorities over the life of the SSP include:

- Up-skill all staff in the use of Zones of Regulation program.
- Further knowledge in relation to trauma informed practice, specifically undertaking training in the Berry Street Model.
- Build and embed a distributed leadership structure.
- Development of the Numeracy program—whole school approach
- Revisit IEP format and goal setting.
- Revitalisation of peer observation program—both in-house and externally across the Network.
- Professional Learning Community (PLC) training in 2023.
- Continued refinement of teacher judgement tools, such as ABLES.
- Continue to embed use of data in planning and assessing student achievement and to reflect on effectiveness of teaching (peer observation).
- TLI—used to develop a new model of intervention programs for students.
- Engage services of a trained therapy dog to offer support to students and staff.
- Focus on strengthening relationships with schools within the Ararat cluster.
- To develop a whole of school approach to student voice, agency and ownership of learning.
- Utilising available allied health staff and providing opportunities for people to work within our school to promote understanding and interest in the education field, e.g. One Red Tree Psychology program.
- Redevelopment of outdoor oval space to enhance well being and health promotion.

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Goal 1	Improve student learning outcomes
Target 1.1	<p>Increase the percentage of students recording in-band or next-band growth annually, as measured by ABLES:</p> <ul style="list-style-type: none"> • Reading and viewing, from 33% (2021) to 50% (2026) • Speaking and listening from 12% (2021) to 25% (2026) • Number from 24% (2021) to 35% (2026) • Writing from 16% (2021) to 25% (2026)
Target 1.2	<p>Increase the percentage of students meeting their annual Literacy and Numeracy goal on their individual learning plan:</p> <ul style="list-style-type: none"> • Reading from 44.8 % (2021) to 66% (2026) • Numeracy from 51% % (2021) to 66% (2026) • Writing from 46.9% (2021) to 66% (2026)
Target 1.3	<p>Teacher and Principal class increase positive endorsement of the following factor on the SSS:</p> <ul style="list-style-type: none"> • Understand curriculum from 50% (2021) to 85% (2026) <p>Increase positive endorsement of the following factors on the SSS:</p> <ul style="list-style-type: none"> • Use data for curriculum planning from 67% (2021) to 85% (2026) • Academic emphasis from 67% (2021) to 85% (2026)

	<ul style="list-style-type: none"> • Collaborate to scaffold student learning from 67% (2021) to 85% (2026) • Use Pedagogical model from 67% (2021) to 85% (2026) • Shielding and buffering from 58% (2021) to 75% (2026)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and understanding of the Victorian Curriculum with a particular focus on levels A–D to meet student point of need.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an instructional model.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a school–wide approach to data collection and analysis to evaluate student learning growth over time.
Goal 2	Improve the personal and social capabilities of all students.
Target 2.1	By 2026, increase the percentage of students demonstrating: <ul style="list-style-type: none"> • One band growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 34% (2021) to 50% • Two bands growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 0% (2021) to 5%

	<ul style="list-style-type: none"> • One band growth on the Personal capability dimension: Social awareness, using the Victorian Curriculum Teacher Judgement assessment tool from 43% (2021) to 50% • Two band growth on the Personal Capability dimension: Social awareness using the Victorian Curriculum Teacher Judgement assessment tool from 14% (2021) to 18%
Target 2.2	By 2026, improve the proportion of students achieving the personal learning goal set in their IEP from 33% in 2021 to 45%.
Target 2.3	<p>Improve the positive endorsement on the SSS for the following factors:</p> <ul style="list-style-type: none"> • Focus on learning real life problems from 67% (2021) to 85% (2026) • Promote student ownership of learning goals from 67% (2021) to 85% (2026) • Trust in students and parents from 59% (2021) to 65% (2026)
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, enhance, and strengthen active partnerships with specialist services, education providers and community organisations to enrich personal and social capabilities and to provide responsive support to students.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen school policies and practices that promote inclusive, positive behaviour and a safe environment.

<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Refine transitions and pathways programs to enhance the student's sense of engagement with their learning and destinations.</p>
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