

School Strategic Plan 2019-2023

Peninsula Specialist College (5230)



Submitted for review by Rhonda Fletcher (School Principal) on 14 July, 2020 at 04:32 PM

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School Strategic Plan - 2019-2023

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School vision	<p>Peninsula Specialist College students will be happy, resilient and confident individuals who work towards optimal independence through lifelong learning. They will be responsible, caring and respectful members of their community who acknowledge and respect cultural diversity. Students will be positive role models who are engaged with the school and the wider community and will advocate for themselves utilising effective communication.</p> <p>Peninsula Specialist College students and staff will take every opportunity to ensure the wellbeing, empowerment and safety of all.</p>
School values	<p>Our school values reflect the positive behaviours of our school community: Be a Learner, Be Respectful, Be Safe and Be Responsible. These values apply to behaviours in the classroom, playground and in the community. They are implemented and expected of all members of our school community.</p>
Context challenges	<p>Peninsula Specialist College caters for many different students, with ages ranging from 5 to 18. The complexity of the individual learners is reflected in the school being a dual mode setting, catering for students with mild, moderate and severe intellectual disabilities. Thus, their educational, social and therapeutic needs require a personalised learning and individual school wide positive behaviour support plan. Not only are these plans specific to the student, for them to be effective it requires the staff who work with the student to be familiar with the plan and have the professional knowledge to support its effective implementation. These challenges are continual and ongoing with the school providing professional development through Learning Specialists, Professional Learning Teams and School Improvement Teams.</p> <p>A change of Learning Specialist has also been a challenge to ensure the smooth transition and implementation of SWPBS across the school. Another context challenge is to ensure that the information that we communicate to our parent community is in language that they understand about their child's learning. Some of our parents may have intellectual disabilities themselves and or come from backgrounds that have included trauma and disadvantage.</p> <p>Communication across the school is an ongoing contextual challenge due to a percentage of part-time staff. The implementation of a new system in our school hopes to address this challenge.</p> <p>A proportion of the Education Support staff finish at 3:15 and therefore do not attend professional development / meetings. Staff absence at times means that it is a challenge for replacement staff to understand the expectations and approaches to student management and curriculum intent.</p>

	<p>Budgetary constraints are always a challenge when catering for complex learners. The Program for Disabilities funding is not always commensurate with educational need, therefore causing issues around how to financially manage staffing to provide such individualised programs in a specialist school environment.</p>
<p>Intent, rationale and focus</p>	<p>The intent of the 2019 - 2023 School Strategic Plan is as follows:</p> <ul style="list-style-type: none"> - Student engagement in learning. - Empowering students and building school pride. - Building practice excellence. - Student communication. - Improving outcomes in mathematics. - Evaluating the impact on learning. - Curriculum planning and assessment. <p>The rationale for the above areas of focus is in recognition of effective communication underpinning authentic and genuine learning opportunities for students. If students at Peninsula Specialist College do not have an effective voice, they cannot express their needs or wants, nor can they have effective input into their learning and indicate its effectiveness. Thus, this is critical for school but also critically for life in accessing the community and meeting one's needs.</p> <p>For students to learn in our school, they need to be engaged. This means that their individual needs have to be met prior to participating in learning opportunities afforded to them. The Occupational Therapy based, 'Engine Speed' program is critical to enable the students to be ready to learn. Peninsula Specialist College uses this as a vehicle for the students to know themselves and their needs well, which in turn empowers them and gives them the confidence and ability to engage themselves in the Victorian Curriculum and find success in their learning. If a student's nervous system is regulated, then their academic progress will benefit because of increased engagement in the learning task / activity.</p> <p>The school review panel has agreed upon the focus on mathematics. The Learning Specialist that has curriculum responsibilities will work with the School Improvement Team and Leadership Team to focus on areas of practice excellence within our school setting and to identify areas for improvement. Staff will participate in whole school Professional Learning Teams to improve their understanding of this area of curriculum intent and to improve their delivery / pedagogy to improve learning outcomes in mathematics. Staff will also have the opportunity to sit in smaller level teams to focus their teaching with the guidance of the Learning Specialist and this will contribute to improvement in the achievement data in mathematics.</p> <p>To effectively evaluate the impact of learning at Peninsula Specialist College we will continue to evaluate our assessment tools,</p>

collect and analyse assessment data and moderate assessment with colleagues. This refinement of assessment processes will help our school community to understand the effectiveness of our teaching and the impact on learning. This data will then be used to set areas of focus for improvement in the delivery of curriculum content.

Teams will continue to plan together, this planning will be shared, and quality assured to ensure that areas of focus in assessment, communication and improvement in mathematics are all addressed. Liaison with therapists, Leading Teachers, Learning Specialists, and School Improvement Teams will be central to ensure that these areas are catered for and there is improvement over time.

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Goal 1	Improve student engagement in learning
Target 1.1	Annually at least 80 per cent of students, who have been at the school for 12 months or more, will achieve their ILP goals for personal and social learning. 90% of students achieved their ILP goal for personal and social in 2019.
Target 1.2	Reduce behaviour referrals to school leadership by five per cent per academic year from 70% over the SSP period using the SWPBS framework.
Target 1.3	Improve the positive endorsement in the modified AToSS for the following factors: <ul style="list-style-type: none">• Learning confidence (I am good at learning) from 71% (2019) to 80% in 2023• Stimulating learning (My teacher makes learning fun) from 73% (2019) to 80% in 2023• Student voice and agency (My teacher thinks my ideas are good) from 70% (2019) to 80% in 2023.
Target 1.4	By the end of the review period the percentage positive endorsement by Principal/Teachers in the SSS for : <ul style="list-style-type: none">• Moderate assessment tasks together will increase from 18.8% (2019) to 70% in 2023• Promote student ownership of learning goals will increase from 43.8% (2019) to 70% in 2023• Focus learning on real-life problems will increase from 56.3% (2019) to 70%.

Key Improvement Strategy 1.a Empowering students and building school pride	Develop and embed a whole school understanding of student voice and agency in their social, emotional and academic learning
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed the practice principles of Amplify into curriculum planning and classroom practice
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement the personal and social capabilities curriculum with the SWPBS framework
Goal 2	Improve student communication outcomes
Target 2.1	Annually at least 80% of students, who have been at the school for 12 months or more, will achieve their ILP goals for Reading and Viewing, Writing and Speaking and Listening. 88% of students achieved their ILP goal in Reading and Viewing in 2019. 94% of students achieved their ILP goal in Speaking and Listening in 2019. (to follow) % of students achieved their ILP goal in Writing in 2019.
Target 2.2	By the end of the review period at least 80% or more of a matched student cohort will demonstrate in band or across band growth for Speaking and Listening as measured by goal bank data. Matched student cohort date to be entered after data collection at the end of the academic year 2020.
Target 2.3	By the end of the review period the percentage positive endorsement by Principal/Teachers in the SSS for: <ul style="list-style-type: none"> • Collaborate to scaffold student learning from 43.8% (2019) to 75% in 2023 • Staff trust in colleagues from 57.6% to 75% in 2023 • Monitor effectiveness using data from 43.8% (2019) to 70% in 2023.

Key Improvement Strategy 2.a Building practice excellence	Build the capacity of all members of staff to effectively implement a range of communication strategies through professional learning that includes coaching and mentoring
Key Improvement Strategy 2.b Building practice excellence	Build a culture of teacher/therapist and classroom support staff collaboration through the strengthening of leadership and departmental teams and PLCs
Key Improvement Strategy 2.c Evaluating impact on learning	Develop a school-wide approach to collecting, analysing and moderating agreed student assessments which will inform planning and classroom practice and enable staff to track and monitor student progress in English
Goal 3	To improve student outcomes in Mathematics
Target 3.1	Annually at least 80% of students, who have been at the school for 12 months or more, will achieve their ILP goals for Mathematics. 85% of students achieved their ILP goal in Mathematics in 2019.
Target 3.2	By the end of the review period at least 80% or more of a matched student cohort will demonstrate in band or across band growth for Mathematics as measured by goal bank data. Matched student cohort data to be entered after data collection at the end of the academic year 2020.
Target 3.3	By the end of the review period the percentage positive endorsement by Principal/Teachers in SSS for : <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 47.3% (2019) to 75% in 2023 • Academic emphasis will increase from 45.8% (2019) to in 75% in 2023 • Teacher collaboration will increase from 41.1% (2019) to in 75% in 2023 • Understand formative assessment from 37.5% (2019) to in 75% in 2023.

Target 3.4	<p>Improve the positive endorsement in the modified AToSS for the following factors:</p> <ul style="list-style-type: none"> • High expectations for success (My teacher thinks I can do well at school) from 76% (2019) to 84% in 2023 • Effective teaching time (My teacher helps me to understand things) from 83% (2019) to 90% in 2023.
Key Improvement Strategy 3.a Building practice excellence	Build teacher knowledge and understanding of the Mathematics curriculum and the Mathematics goal bank to inform planning and classroom practice
Key Improvement Strategy 3.b Building practice excellence	Build staff capacity to be effective teachers of Mathematics through professional learning that incorporates coaching and mentoring
Key Improvement Strategy 3.c Evaluating impact on learning	Develop a school-wide approach to collecting, analysing and moderating agreed student assessments which will inform planning and classroom practice and enable staff to track and monitor student progress in Mathematics