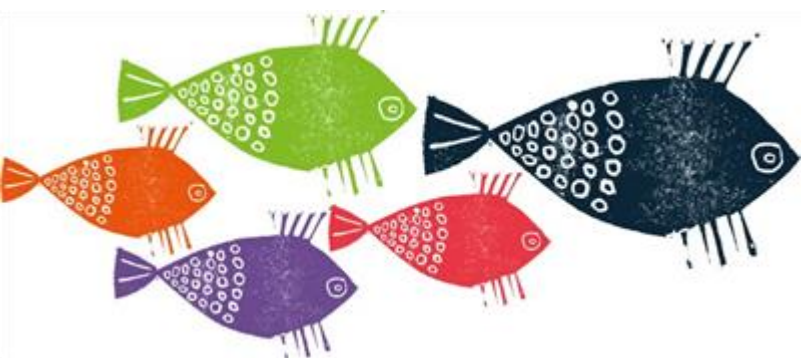


School Strategic Plan 2020-2024

Rosamond Special School (4792)



Draft

Submitted for review by Louise Dingley (School Principal) on 25 March, 2020 at 03:28 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

Rosamond Special School (4792)

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| <p>School vision</p> | <p>Exemplary learning delivered by outstanding and dedicated staff, inspiring all to be confident, resilient and independent individuals valuing self and others.</p> |
| <p>School values</p> | <p>VALUES</p> <ul style="list-style-type: none"> • Honesty • Acceptance • Respect • Trust <p>At Rosamond we:</p> <ul style="list-style-type: none"> • constantly strive to be a high performing special school • support our students to learn from their point of need • believe strongly in the innate potential of the home/school partnership • promote the involvement of parents as active participants in their children’s education • celebrate student achievements. |
| <p>Context challenges</p> | <p>Rosamond School is a day special school. Our mandate is the provision of exemplary individual programs for our students - young people with a clinically diagnosed mild or mild/moderate Intellectual Disability whom live in the Inner West of Melbourne. This is a factor that impacts significantly on our student numbers, as the eligibility of our students to qualify for our setting is based on a Full Scale Intelligence Quotient (FSIQ) of 50-70. Some students only qualify under this criteria for short term eligibility and, therefore, are unable to remain at Rosamond Special School, as a result. Many of our students are also diagnosed with Autism Spectrum Disorder (ASD), Down Syndrome and/or Cerebral Palsy or Fragile X Syndrome.</p> <p>Although the demographic of the area in which our school is located has confirmed levels of extreme disadvantage, the culture of our school is strong, vibrant and energetic. The SFO (Student Family Occupation and Education) Index, according to the Panorama Report, in 2017 was 0.5550; in 2018 it was 0.5505 and in 2019 it is trending downwards, with a lower index of 0.5257, which impacts our Equity funding.</p> <p>The school, with more than 50 teaching and ancillary staff, has a current enrolment of 131.2 students (February 2020 Census). In 2020, the school staff consists of 51.8 FTE staff – 2.0 Principal Class Officers, 24.0 Teachers and 27.8 Education Support Staff. This varies from previous years, due to the addition of two Learning Specialists, one for Numeracy and one for Literacy and an</p> |

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| | <p>Occupational Therapist (OT) at 0.8, as per the 2019 staffing profile. The February 2020 census calculated our current enrolments at 131.2, which is 6.6 more students than at the same time in 2019. This continues to trend upwards, as dual enrolments with both Mainstream Government and Catholic settings becomes more likely, given the positive relationships that have developed over time with neighbouring schools, across the system. We currently have three dual enrolments in the Early Years (aged 5-7) and two dual enrolments in the Primary Years (aged 8-12). This type of enrolment often leads to full-time enrolment at Rosamond Special School by the end of the enrolment year. Within our student population, in 2019 there were 19.4% of students who identify as EAL (English as an Additional Language) which is much lower than the EAL component in 2017 and 2018, and 2% students who identify as ATSI (Aboriginal and Torres Strait Islander).</p> <p>Student attendance is trending upwards, particularly considering the fact that our enrolments are continuously increasing over the years and the future trend indicates that this is to continue. We have improved our understanding of the data input in relation to recording absences, since 2017. This has made our records more reliable and has improved parent communication, as well, as a result of consistent practices and expectations. However, a constant challenge are families that choose to travel overseas and remain for an extended period of time.</p> <p>All teachers are qualified and meet the registration requirements of VIT. Allied health services available to support students (and their families) include Speech Pathology, Occupational Therapy, and a Psychologist Consult - as well as access to the Visiting Teacher Service and Student Support Services (SSS). Our staff numbers do not include those who are employed via the Local Payroll (of these there are two individuals at reduced time fractions).</p> <p>An ongoing challenge is the fact that students with co-morbid diagnosis are presenting with behaviours that are less predictable than in the past. Such students are not necessarily transitioning from pre-foundation environments/organisations, thus 'habits' that have been formed are more difficult to address, the older these students are. Hence our need to extend our Allied Health Team and/or to build the capacity of our staff (teaching and non-teaching), in order to deliver accessible programs throughout the year, in all sections of the school. This is particularly pertinent as it is very difficult to recruit and a Special Education Qualification is not a pre-requisite for teaching staff.</p> <p>An additional challenge is to enhance Student Voice and Agency in our school, given our cohort of students. Within our context, what is classified as voice and agency may appear different, when compared with a Mainstream setting. One's paradigm must consider the opportunities for and capabilities of our students broadly when assessing the school's capacity to meet this area within the Framework for Improving Student Outcomes (FISO) and its continuum to audit success measures.</p> |
| <p>Intent, rationale and focus</p> | <p>We are focussing predominantly on Excellence in Teaching and Learning, within the FISO framework, trying to achieve consistency of practice as a priority. The provision of a more structured approach to the school's daily organisation has provided staff with a consistent framework to collaborate and plan for our students. This includes lesson planning, assessment and discussions regarding pedagogy, to share our practice, which has enhanced the manner in which staff interact, analyse data and are accountable (to each other as well as to Leadership/DET expectations). The development and implementation of an Instructional Framework for the school</p> |

is promoting consistency of practice and has enhanced the understanding of best practice and improved pedagogy to improve student outcomes. This has been complemented by the use of common templates, up to date schedules and improved documentation that can be accessed by all. This is imperative to ensure goal congruence with respect to improving student outcomes, regardless of the 'point of need'.

Targeted Professional Development (PD) continues to be offered throughout the year, both internally and externally, and the school budgets accordingly to accommodate the needs of both teaching and non-teaching staff, to ensure that all have access to learning opportunities to ensure the building of capacity (strategically). Internal Professional Learning (PL) is offered weekly, via our Allied Health and Leadership Teams as well as DET and/or relevant external providers. Additional PL is accessed via the Professional Practice Days and through the Peer Observation Process that was initiated in 2019 and will be enhanced in 2020 (and beyond).

Collaborative opportunities, such as our weekly Section and Professional Learning Team (PLT) meetings are inclusive of an agenda and minute taking, to ensure accountability and productivity. This also provides clarity and consistency, promoting knowledge and understanding, and the opportunity for enhanced communication practices, within and across sections. This is important as it ensures goal alignment and an ongoing awareness and acceptance of the school's direction, providing authentic opportunities for input and 'buy-in'.

Over the next four years, our focus is to continue to improve pedagogy, to ensure consistency and competence. The intention is to increase opportunities for our students to demonstrate their capacity, to promote individual and collective voice and agency and have more obvious ways of measuring these areas within our curriculum practices. We will invest in programs and/or processes to ensure our students exit the school with skills and understanding which promote their independence within society, planning and budgeting accordingly.

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| Goal 1 | To ensure learning growth for each student with a focus on literacy and numeracy. |
| Target 1.1 | Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019) |
| Target 1.2 | Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019) |
| Target 1.3 | Number elements of teacher judgement data to be at or above 70% (60% positive effect in student growth in Victorian Curriculum 2019). |
| Target 1.4 | <p>SSS outcomes: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none">• Academic emphasis (2019 75%)• Teacher collaboration (2019 78%)• Understanding how to analyse data (2019 72%)• Professional learning to improve practice (2019 80%)• Teaching and learning—use pedagogical model (2019 80%) |
| Key Improvement Strategy 1.a | Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth. |

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| Evaluating impact on learning | |
| Key Improvement Strategy 1.b Building practice excellence | Further develop fidelity to, and consistency of practice in relation to the Instructional Framework. |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student 'point of need'. |
| Goal 2 | To develop students who are independent and engaged citizens. |
| Target 2.1 | <p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • My teacher thinks my ideas are good (2019 87%) • I want to learn new things (2019 84%) • I try my best (2019 88%) • My teacher helps me understand things (2019 89%) • I am good at learning (2019 89%) |

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| Target 2.2 | <p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • My teacher thinks my ideas are good (2019 87%) • I want to learn new things (2019 84%) • I try my best (2019 88%) • My teacher helps me understand things (2019 89%) • I am good at learning (2019 89%) |
| Target 2.3 | <p>SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals (2019 78%) • Focus learning on real life problems (2019 84%) • Believe student engagement is the key to learning (2019 85%) • Use student feedback to improve practice (2019 72%) |
| Key Improvement Strategy 2.a Empowering students and building school pride | <p>To enhance student voice and agency for all students.</p> |
| Key Improvement Strategy 2.b | <p>To develop student capabilities in global citizenship.</p> |

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| Global citizenship | |
| Goal 3 | To optimise student wellbeing. |
| Target 3.1 | <p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • I feel like I belong at this school (2019 86%) • I am happy to be at this school (2019 80%) • I try again when I don't get things right (2019 85%) • I know where to get help if someone hurts me or I feel upset (2019 88%) • I feel safe at this school (2019 86%) |
| Target 3.2 | <p>SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Trust in students and parents (2019 75%) • Parent and community involvement (2019 77%) • Support learning and growth of whole student (2019 80%) |
| Target 3.3 | <p>POS: To maintain or achieve 5% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Confidence and resilience skills (2019 100%) • Parent partnership and involvement (2019 83%) • My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours (2019 83%) |

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| Target 3.4 | VCAL/ASDAN outcomes: Have students achieve 100% completion of learning outcomes. |
| Key Improvement Strategy 3.a Setting expectations and promoting inclusion | Develop students' ability to self-regulate and engage with their community |
| Key Improvement Strategy 3.b Health and wellbeing | Further develop pathways for students in, through and beyond the school |
| Key Improvement Strategy 3.c Building communities | Further develop and embed a whole school approach to communication, collaboration and partnerships. |

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