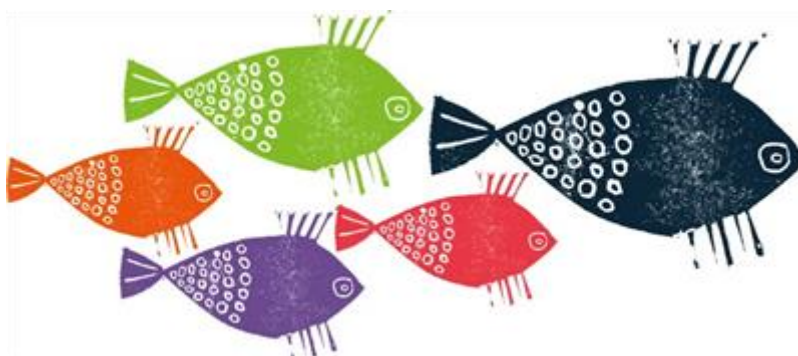


School Strategic Plan 2024-2028

Rosamond Special School (4792)



Submitted for review by Louise Dingley (School Principal) on 04 April, 2024 at 12:21 PM

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Endorsed by Brett Morris (School Council President) on 17 April, 2024 at 01:05 PM

School Strategic Plan - 2024-2028

Rosamond Special School (4792)

School vision	Exemplary learning delivered by outstanding and dedicated staff, inspiring all to be confident, resilient and independent individuals valuing self and others.
School values	<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.
Context challenges	<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 who 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/SFOE (Student Family Occupation and Education) Index, according to the Student Resource Package(April 2024), is 2024 0.5129/0.4204 accordingly; which is trending upwards, impacting our Equity funding (\$56,705.4).</p> <p>The school, with more than 80 teaching and ancillary staff, has a current enrolment of 151.4 students (February 2024</p>

	<p>Census at 148.6). In 2024, our staff FTE is 67.45. This is made up of two Principal Class Officers, 30 teachers (some of whom are fractional and/or Leading Teacher class) and 50 Education Support staff (also including fractional staff and excluding those individuals who are currently on leave). Within our support staff profile, the majority of Education Support (ES) staff are on time fraction allocations of less than 1.0, due to program requirements and/or individual personal situations. Of the 50 ES, we have six Allied Health Professionals, consisting of both Occupational and Speech Therapists (excluding one who is on Family Leave currently).</p> <p>We currently have one dual enrolment in the Early Years (aged 5-7), three dual enrolments in the Primary Years (aged 8-12) and one dual enrolment in the Secondary Years (aged 12-18). 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 2024 there are 42 students who identify as EAL (English as an Additional Language) which has been maintained from previous years. Four students identify as ATSI (Aboriginal and Torres Strait Islander).</p> <p>Student absent rate was 2% lower than similar schools in 2023. 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 a result of more 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, this includes four graduate teachers. 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 five individuals in total at various time fractions).</p> <p>An ongoing challenge is the fact that students with co-morbid diagnosis are presenting with behaviours that may be less predictable. Many presenting due a history of trauma rather than disability. Many of our intervention programs rely on the expertise of both our Allied Health Team and external organisations.</p> <p>Recruitment continues to be a challenge for all schools in the state but particularly those of us working in a special setting.</p>
Intent, rationale and focus	<p>We are focussing both on Teaching and Learning and Wellbeing within the FISO 2.0 framework. Consistency of practice also continues to be an area of priority. The ongoing provision of a structured approach to the school's daily organisation continues to provide staff with a consistent framework to collaborate and plan for our students, including lesson planning, assessment, and collaborative discussions regarding pedagogy and data analysis. The further development and implementation of our Instructional Framework is planned for this year in order to further improve student outcomes. This is imperative to ensure goal congruence, accountability and shared understanding of our students and their needs.</p>

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 build capacity (strategically). Internal Professional Learning (PL) is offered weekly, via our Allied Health and Leadership Teams as well as DOE and/or relevant external providers. Additional PL will be accessed via the Professional Practice Day and through the reintroduction of our Peer Observation Processes.

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'. A strategic focus on PLC capacity building will also influence our schools practices more positively.

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 continue to 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.

School Strategic Plan - 2024-2028

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Goal 1	To ensure learning growth for each student with a focus on literacy and numeracy.
Target 1.1	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI):</p> <ul style="list-style-type: none"> • in reading and viewing from a 2019 to 2023 average of 81.5% to 100% by 2028 • in speaking and listening from a 2019 to 2023 average of 56.8% to 100% by 2028 • in writing from a 2019 to 2023 average of 77.2% to 100% by 2028.
Target 1.2	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI):</p> <ul style="list-style-type: none"> • in number from a 2019 to 2023 average of 73.3% to 100% by 2028 • in measurement from a 2019 to 2023 average of 81.7% to 100% by 2028 • in statistics from a 2019 to 2023 average of 84.0% to 100% by 2028.
Target 1.3	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <ul style="list-style-type: none"> • I want to learn new things at or above 87.2% in 2023 through 2028 • I am good at learning at or above 88.8% in 2023 through 2028
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian	Redevelopment and consistent implementation of the Rosamond Instructional Framework (RIF), incorporating the High Impact Wellbeing Strategies.

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Use Professional Learning Community (PLC) structures to support teacher collaboration and professional sharing in implementation of the RIF.
Key Improvement Strategy 1.b	

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Goal 2	For all students to thrive and flourish.
Target 2.1	Decrease the percentage of all students with 20 or more days absence from 54% in 2023 to 50% by 2028.
Target 2.2	Maintain the percentage of student positive post-school destinations (education, services and/or work) at 100% (2023) through 2028.
Target 2.3	Increase the percentage of all students achieving growth within or to higher Victorian Curriculum Personal and Social Capability Levels (Self-Awareness and Management and/or Social Awareness and Management Strands) from XX% in 2024 (semester 2) to YY% by 2028.
Target 2.4	Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS): <ul style="list-style-type: none"> • I am happy to be at this school at or above 85.6% in 2023 through 2028

	<ul style="list-style-type: none"> • I like this school at or above 86.4% in 2023 through 2028 • I feel like I belong at this school at or above 88.8% in 2023 through 2028 • I feel safe at this school at or above 84.5% in 2023 through 2028 • I know where to get help if someone hurts me or if I feel upset at or above 83.6% in 2023 through 2028 • I try again when I don't get things right at or above 85.6% in 2023 through 2028 • I try my best at or above 89.7% in 2023 through 2028 • I have friends at school at or above 88.8% in 2023 through 2028.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Further development of the whole school approach to student wellbeing and engagement
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to strengthen partnerships with families and carers that enhance student learning and wellbeing
Key Improvement Strategy 2.b	

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	