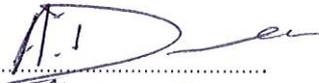


School Strategic Plan for Port Phillip Specialist School 5145 2016-2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....<u>Alison Druce</u></p> <p>Date.....<u>9-12-2015</u></p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name Karen Cain – Acting Regional Director</p> <p>Date.....<u>9/12/2015</u></p>

School Profile

Purpose	
	<p>Port Phillip Specialist School (PPSS) is a specialist school catering for a diverse range of students aged 2.8 to 18 years. Our student population includes students with intellectual disabilities, and other associated disabilities. Approximately 45% of our students have Autism Spectrum Disorder as well as an intellectual disability. The school is recognised as a leader in providing educational, health and welfare services to students and their families.</p> <p>Curriculum innovation has been at the forefront of our thinking and practice. Our Visual and Performing Arts Curriculum (VPAC) is embedded in teaching and learning throughout the school. This evidence-based approach uses the power and engagement of the arts to extend student learning and maximise participation in the learning process.</p> <p>The school is also acknowledged as leading the way in Integrated Service provision. We present a new and integrated approach to structuring educational, medical, paramedical and mental health services to maximise the available resources and outcomes for students. To support this approach we maintain a diverse staffing mix.</p>
Values	
	<p>The below statements were devised in a consultative manner by the staff and School Council of Port Phillip Specialist School during 2010. These statements reflect the underlying values and beliefs held by our school community. They articulate the capabilities we support our students to develop. These statements guide daily decision making at PPSS.</p> <p>PPSS is committed to values of professional excellence, co-operation and respect while embracing diversity. Our environment is creative, accepting, flexible and positive.</p> <p>PPSS believes that all students will develop capabilities, in communication and independence, to the best of their abilities.</p> <p>PPSS supports students to build confidence and demonstrate capabilities in an environment that is respectful and supportive.</p>
Environmental Context	
	<p>Port Phillip Specialist School (PPSS) is located in a central position close to the central CBD of Melbourne, public transport, close to recreational facilities including beaches and within walking proximity to retail and primary produce outlets. The grounds are</p>

	<p>maintained by students and staff. PPSS is a solid brick construction built in the 1800's, it has transformed from a primary school and as such some of its buildings still resemble its beginnings. Many of the school buildings have been refurbished and these now include an in-ground heated pool and hydrotherapy spa, sensory integration room, THEISS Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices and Performing Arts Centre. This centre provides specialised teaching and learning spaces to service the needs of our Visual and Performing Arts Curriculum. Over the past four years the school has clearly articulated its Vision, Values and Mission which has guided and informed the process of the schools continuous improvement and development.</p> <p>Students are drawn from a wide range of suburbs in the South East Region but customarily come from the Municipalities of Port Phillip, Bayside and Stonnington. However, a small number of students attend the school from outside the bus zone. The zone comprises a mix of socio-economic groups including a large public housing component and more affluent suburbs. Transport to and from school is provided to students who live in the transport zone at no cost to parents.</p> <p>All students have an intellectual disability however, we have an increasing number of students with multiple disabilities. A large percentage of our students have Autism Spectrum Disorder (ASD) and an increasing number within our EEP are visually impaired and/or multiply disabled. Our enrolments have been between 115 and 140 over the last four years. All students are funded under the Program for Students with Disabilities (PSD).</p> <p>A diminishing number of our students undertake Victorian Certificate of Applied Learning (VCAL) units. This appears to be due to the increase in multiple disabilities in the cohort of students as they move into the transition years. Our curriculum incorporates VELS, AusVELS and Victorian Early Years Learning and Developmental Framework.</p>
<p>Service Standards (optional)</p>	
	<ul style="list-style-type: none"> <input type="checkbox"/> Service Access: Each student has access to the school's resources and specialist services on the basis of relative need and availability. Every student is assessed by paramedical, specialist, and teaching staff. These staff determine eligibility for programs. All students receive input from specialist staff through the Integrated Services Committee that relies on collaborative team teaching. If you have a concern about the specialist or paramedical services your child receives please contact the Principal. If your child receives services outside the school, please keep us informed so we can work collaboratively with all the professionals who assist your child or family. <input type="checkbox"/> Valued Status: Each student has the opportunity to develop and maintain skills and to participate in activities that enable him or her to achieve valued roles in the community. <input type="checkbox"/> Individual Needs: Each student receives an education designed to meet his/her individual needs and personal goals. These individual goals are set through the Student Support Group (SSG) which involves families and the entire team of specialist services available. <input type="checkbox"/> Decision Making and Choice: Each student, to his/her best ability, and the student's family has the opportunity to participate as fully as possible in making decisions about the events and daily activities of his or her daily life in relation to services he or she receives and to the participation in activities and programs. This is co-ordinated through the Student Support Group meeting.

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| | <ul style="list-style-type: none">❑ Privacy, Dignity and Confidentiality: Each student's right to privacy, dignity and confidentiality in all aspects of his / her life is recognized and respected. The school makes every effort to ensure confidentiality; however, it is important for staff who deal with your child in the school to understand your child's special needs. Information about the family is always private. All students are always treated with dignity.❑ Participation and Integration: Each student is supported and encouraged to be involved in the school and wider community. This is achieved by including every child in activities and ensuring that each student participates in all activities.❑ Complaints and Disputes: Each student / student's family is free to raise and have resolved, any complaints or disputes he / she may have regarding the school and its services. The best way to deal with complaints and disputes is to 1) raise them orally with the Principal and / or 2) register them in writing with the Principal.❑ Service Management: The school utilises sound management practices, which maximises outcomes for the students and the entire school community.❑ Family Relationships: Each student receives an education that recognises the importance of supporting the needs of the family. All staff are aware of the impact of meeting the needs of a "special" child can have on relationships with parents, siblings, and the extended family.❑ Protection of Human Rights and Freedom from Abuse: Each student's legal and human rights in relation to the prevention of sexual, physical, and emotional abuse are upheld within the school. |
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Strategic Direction

<p>Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>The panel strongly endorses practice at Port Phillip Specialist School. The school offers innovative programs to ensure appropriate learning opportunities for every student. To strengthen <u>student achievement</u> the panel suggested the following goal:</p> <p>To improve the learning and achievement of every student.</p> <p>To support the achievement of the goal the panel recommended two key improvement strategies. These are:</p> <ol style="list-style-type: none"> 1. Build staff skill in using a range of assessment strategies to assess student capability, show student progress and to plan future learning 2. Build quality staff practice through structured professional learning, coaching, peer observation, feedback and reflection. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Investigate an array of assessment tools or methods of evidence-based reflection related to student progress to be used alongside ABLES assessments • Develop or adopt at a whole school level a means of showing individual assessments and student progress over time. <p><u>Staff Professional Learning</u></p> <ul style="list-style-type: none"> • Develop and document agreed understandings and protocols (PDP goals align with AIP) for a whole staff plan for professional learning, coaching, peer observation, feedback and reflection.
<p>Targets Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a</p>	<ul style="list-style-type: none"> • 100% of student ILP goals have clear assessment evidence. • 100% students have ABLES assessments recorded on their Sentral Student Profile continuum (reported to DET). • 100% teachers undertake peer observations and self-reflection every year. 	

smaller group of students.		
Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.	<p>If the school builds staff skill in using a broader array of assessment tools, not only will they be able to further assess student ability but will also be able to track and measure student progress from year to year.</p> <p>Staff teaching and student learning will improve if a more structured approach is taken to professional learning, coaching, peer observation, feedback and reflection.</p>	
	Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.
Year 1	<ul style="list-style-type: none"> • Devise whole school assessment schedule • Reflect on use of ABLES assessment tools • PLT with stream/program focus- planning and peer coaching • Reflect on teaching and learning cycle • Develop range of assessment tools for use against ILP goals 	Assessment processes are clear in each classroom. Data is used as evidence in SSG's
Year 2	<ul style="list-style-type: none"> • Focus on forming baseline data (ILP Goals)-use of 3 specific formats • Analysing the data (ILP Goals)- changing strategies 	Staff can speak to the reflection of strategies based on data, and highly changes they have made to programming (visible in work programs)
Year 3	<ul style="list-style-type: none"> • Develop culture of feedback- peer reflection • Developing skills in giving & receiving feedback 	Feedback is formalised, an carried out in an unstructured manner as staff self- plan and comfortably self-reflect.
Year 4	<ul style="list-style-type: none"> • Broadening assessment processes and data collection strategies 	All ILP goals have data/assessment sitting behind that teacher can produce. Tracking of individual progress (internally devised and deeper than ABLES)- goal journey.

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>The school is highly successful in engaging and motivating students through an arts focused approach. To strengthen <u>student engagement</u> the panel suggested the following goal:</p> <p>To deepen student engagement within a rich learning community.</p> <p>To support the achievement of the goal the panel recommended two key improvement strategies. These are:</p> <ol style="list-style-type: none"> 1. Provide a differentiated learning program that engages and motivates students 2. Plan, document and implement strategies to engage parents as partners in learning. 	<p><u>Planning for individual students</u></p> <ul style="list-style-type: none"> • Work with individual staff members and staff teams to ensure that differentiated planning for students is in place • Continue to enhance classroom documentation to reflect planning for individual student learning needs. <p><u>Use of an engagement tool</u></p> <ul style="list-style-type: none"> • Continue to use an engagement tool to measure individual student engagement. <p><u>Staff professional learning</u></p> <ul style="list-style-type: none"> • Improve staff skills in using all arts specialist approaches – music, dance, movement, drama and visual arts. <p><u>Parents as partners in learning</u></p> <ul style="list-style-type: none"> • Ask every family (possibly at parent teacher interviews) what else the school can do to enable improved parent involvement in their child's learning • Identify parents who have little involvement with the school and/or appear disinterested in their child's education
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • Increased response rate to internal parent opinion surveys (currently 33%). • Improved student data related to explicit instruction of Lit and numeracy for targeted students (baseline to be provided early 2016). • Maintain high levels of student engagement by use of VPA (challenging behaviour remains low, high attendance remains high) 	
<p>Theory of action (optional)</p>	<p>By providing a differentiated learning program for students,</p>	<p>Investigate and pursue alternative ways of engaging with</p>

<p>The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>individual student engagement and learning will be enhanced.</p> <p>If the school provides alternative ways for parents to be involved in their child’s learning, then the engagement and learning of students will be enriched.</p>	<p>particular parents.</p>
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Developing teachers knowledge of cognitive development • Improve pedagogical knowledge across the school • Sharing school learning with home- consistent, differentiated approach across school 	
<p>Year 2</p>	<ul style="list-style-type: none"> • Explore/develop engagement at classroom level- develop tool for analysis • Demonstrated differentiation of planning and instruction 	<p>Staff are able to articulate engagement patterns of individual students and address learning through this engagement. Work programs reflect differentiated learning.</p>
<p>Year 3</p>	<ul style="list-style-type: none"> • Further research to identify trends with parental involvement and establish new strategies to assist • Connecting school learning with learning at home 	<p>Parent perceptions have improved around parent communication. Parent understands what they can do at home to support their child’s learning.</p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Develop and share a variety of teaching methods • Develop multiple approaches to content, process and product 	<p>VPA evident in class work programs.</p>

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>		<p>Key improvement strategies</p> <p>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</p>
<p>Goals</p> <p>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>The care and concern for each student's wellbeing is a feature of the school. To further strengthen current practice the panel suggested the goal for <u>student wellbeing</u> be:</p> <p>To support the health and wellbeing needs of every student.</p> <p>The panel recommended two key improvement strategies. These are:</p> <ol style="list-style-type: none"> 1. Embed a whole school approach to student wellbeing that includes a strong focus on the promotion of positive relationships and successful transitions 2. Review the original intent of the Integrated Services Model to build greater shared understanding of the school's guiding principles. 	<p><u>Promotion of positive relationships and successful transitions</u></p> <ul style="list-style-type: none"> • Investigate parent opinion of school/student/parent relations and transition practice (this could also be done as part of parent-teacher interviews) • Respond to concerns as appropriate. <p><u>Review of the Integrated Services Model</u></p> <ul style="list-style-type: none"> • Review the original intent of the model with all staff <p>Ensure individual staff and staff teams embed the model into practice.</p>
<p>Targets</p> <p>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • Increased survey perceptions of parents and staff related to the delivery of therapy services (internal survey). • 100% students accessed therapy services. 	

<p>Theory of action (optional) The Theory of Action explains the rationale behind the key improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.</p>	<p>With a whole school focus on the promotion of positive and successful relations with students and parents, individual student wellbeing will be enriched.</p> <p>If all staff fully understand the guiding principles of the school's Integrated Services Model then staff implementation will be more consistent and student learning and wellbeing will be improved.</p>	
	<p>Actions Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
<p>Year 1</p>	<ul style="list-style-type: none"> • Prioritise and articulate functional life skills/work skills-key learning focuses for developing student independence in secondary school sub-schools • Deepen and develop understanding of Integrated Services Model in practice 	<p>Secondary class groupings streamed. Staff able to articulate how they integrate Therapies in the learning programs of class and individual students. Parent perception of therapy delivery is improved and expanded.</p>
<p>Year 2</p>	<ul style="list-style-type: none"> • Explore and understand future settings • Understanding NDIS and future transitions/pathways 	
<p>Year 3</p>	<ul style="list-style-type: none"> • Refine the delivery of classroom programs through an Integrated Services Model 	
<p>Year 4</p>	<ul style="list-style-type: none"> • Lead Integrated Services Model in wider community 	

<p>Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<p>Key improvement strategies Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school’s Annual Implementation Planning process.</p>
<p>Goals Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school’s purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</p>	<p>The school demonstrates strategic and responsible resource management. This will be continued during the next strategic plan period by managing and aligning resources according to priorities. A suggested goal for <u>productivity</u>:</p> <p>To maximize the use of resources available to the school to achieve the best possible outcomes for students.</p> <p>To support the achievement of the goal the panel recommended key improvement strategy. This is:</p> <ol style="list-style-type: none"> 1. Manage and align the allocation of resources according to priorities determined in the school strategic plan. 2. Introduce system management technology based on student profile/case management 	<p>Prioritize resources</p> <ul style="list-style-type: none"> • Ensure resource management takes into account the predicted drop in enrolments over the strategic plan period. • Map the extensive additional resources available to the school through sponsors, supporters and other benefactors.
<p>Targets Targets are defined measures of the successful achievement of the school’s goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</p>	<ul style="list-style-type: none"> • 100% student case management through Sentral Student Profiles. <p>Construction of new hospitality kitchen</p>	
<p>Theory of action (optional) The Theory of Action explains the rationale behind the key</p>	<p>If there is a strong focus on aligning resourcing to achieve the goals of the strategic plan, then the learning and development of every student will be enhanced.</p>	

improvement strategies, i.e. how the strategies will achieve the goals articulated in the Plan.		
	<p>Actions</p> <p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Success criteria</p> <p>Success criteria are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Success criteria often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of success criteria should be set.</p>
Year 1	<ul style="list-style-type: none"> • Prioritise delivery of key models- allocate staff accordingly • Develop Student case management via 'Sentral' Management System 	<p>Plan workforce and budget to continue to deliver key strategies (ISC & VPA)</p> <p>Implement and utilise Sentral</p>
Year 2	<ul style="list-style-type: none"> • Enhance physical learning environment- Transition commercial kitchen building development (raise funds) • Extend use of 'Sentral' 	<p>Project plan Transition Hospitality Kitchen</p>
Year 3	<ul style="list-style-type: none"> • Draw on community expertise to increase community involvement and participation 	
Year 4	<ul style="list-style-type: none"> • Enhance physical learning environment- Transition commercial kitchen building development (building works) 	<p>Build and utilise Transition Hospitality Kitchen</p>