

# School Strategic Plan 2019-2023

Port Phillip Specialist School (5145)



PORT PHILLIP  
Specialist School

Submitted for review by Juliet Cooper (School Principal) on 04 December, 2019 at 04:18 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	<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>
<b>School values</b>	<p>At Port Phillip Specialist School, we are genuinely invested in our students who are at the heart of all we do. We are driven by Trust, Collaboration, Compassion and Respect to inspire and empower each other, our students, their families and our whole community.</p> <p>We hold ourselves accountable to these values and bring passion and joy to our students' learning through our unique and creative approach to delivering the curriculum.</p> <p><b>Trust</b> Trust empowers us all. We trust each other to act and, in turn, we feel trusted to act ourselves.</p> <p><b>Collaboration</b> Collaboration is the essence that drives the actions and interactions across our school community. We work together to support all students.</p> <p><b>Compassion</b> We remain open and willing to feel for others, in order to gain insight into their experiences.</p> <p><b>Respect</b> We respect the diversity of our community and value the ideas and wellbeing of every individual.</p>
<b>Context challenges</b>	<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 were refurbished around 2000 and these now include an in-ground heated pool and hydrotherapy spa, a sensory integration room, a THEISS Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices and Performing Arts Centre. These facilities provide a specialised teaching and learning spaces to service the needs of our students and the Performing Arts Centre houses our Visual and Performing Arts Program. The school has articulated Vision, Values and Mission above which has guided and informed the process of the schools continuous improvement and development</p> <p>Key Challenges -</p> <p>Reduced enrolment numbers due to increase in PSD students attending our local mainstream primary schools.</p> <p>Guaranteed and viable curriculum. Whole school curriculum framework for English &amp; Math's is needed to build consistency and timely delivery of the curriculum.</p> <p>Assessment and moderation of students' progress, 100% of which are on the Program for students with a disability.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our school is aiming to maximise learning growth for all students through evaluating the impact on learning and using evidenced-based High Impact Teaching Strategies. The school has begun using these in 2019 and will embed them into teaching delivery. This is important to help us improve student outcomes in literacy and numeracy and build teacher excellence in the curriculum documentation through the development of a whole school curriculum documentation and planning to address the needs of students and a scope and sequence for Numeracy and Literacy that also embedded the Visual and Performing Arts framework and included explicit teaching strategies in these two curriculum areas over the next four years.</p> <p>The school also aims to enhance the personal and social capabilities of students through the introduction of whole school SWPBS (School Wide Positive Behaviour Support) and continue to promote student voice throughout the school, while providing the opportunity for feedback from students, on learning, to all staff, including leadership, and the use of a variety of communication tools and behavioural responses to demonstrate engagement are areas for future development</p>

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<b>Goal 1</b>	Maximise learning growth for all students
<b>Target 1.1</b>	By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors: <ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 50% (2018) to 75%</li> <li>• Collaborate to scaffold student learning from 67% (2018) to 75%</li> <li>• Knowledge of High Impact Teaching Strategies from 67% (2018) to 75%</li> </ul>
<b>Target 1.2</b>	By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors: <ul style="list-style-type: none"> <li>• Positive Transitions from 79% (2018) to 85%</li> <li>• Special Needs from 79% (2018) to 90%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build a culture of teacher collaboration through the implementation of Professional Learning Communities
<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher capability to use the High Impact Teaching Strategies
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy
<b>Target 2.1</b>	By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.
<b>Target 2.2</b>	By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.
<b>Target 2.3</b>	By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.
<b>Target 2.4</b>	<p>By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 57% (2018) to 75%</li> <li>• Collective Efficacy from 61% (2018) to 75%</li> <li>• Academic Emphasis from 48% (2018) to 75%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum in Literacy and Numeracy across the whole school.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment

<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Develop a school-wide approach to data collection and analysis to evaluate student learning growth
<b>Goal 3</b>	To enhance the personal and social capabilities of students
<b>Target 3.1</b>	By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.
<b>Target 3.2</b>	By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%
<b>Target 3.3</b>	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> <li>• Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Build staff knowledge and understanding of student voice, agency, and leadership