School Strategic Plan for Naranga School
Southern Metropolitan Region
2011-2014

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<th>Endorsement by School Principal</th>
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<tbody>
<tr>
<td>Name</td>
<td>Judy Lonza</td>
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<td>Date</td>
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<tr>
<td>Name</td>
<td>David Tredinnick</td>
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School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

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<th>Endorsement by Regional Network Leader</th>
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### School Profile

| Purpose | Naranga School provides educational programs that are engaging and meaningful in a structured, safe and supportive learning environment to enable students to develop the knowledge and skills to equip them to be independent and able to make a valuable contribution to society. This is reflected in our school motto ‘Learning for Life’ |
| Values | Naranga School fosters mutual respect and cooperation enabling students to develop successful relationships with family, friends and the community. Our core values are:  
- RESPECT: To treat all others with consideration and understanding  
- RESPONSIBILITY: To be accountable for one’s own actions.  
- CARE AND COMPASSION: To look after yourself and others.  
- HONESTY AND TRUSTWORTHINESS: To be truthful and reliable. |
<p>| Environmental Context | Naranga School was established in 1974. It draws students from the Frankston area within the area bounded by Mornington Tyabb Road, Westernport Highway, Thompsons Road, Wells Road, Springvale Road and Port Phillip Bay. Its present enrolment is 208. There are presently only a few students of non-English speaking background in the school community, however, the school is beginning to see an increase in families from various parts of Africa and it anticipates that in the coming years this will increase further. There are also a small number students at the school of Koorie heritage. A high proportion of families receive Educational Maintenance Allowances with the school’s SFO Index being 0.6782. The staff mix combines experienced teachers with a small range accomplished and graduate teachers. There are a significant number of teachers who have spent in excess of 10 years at the school. There is a number of teachers in the ‘expert’ classification and the school has raised concerns about the effect this will have on its budget in the future years. There are a significant number of part time teachers. This school recognises the planning concerns that this raises. In addition to 32.6 EFT teaching staff, the school has 14.43 EFT education support staff, 2.8 administration staff, 1.0 EFT Psychologist and 0.4 EFT Speech Pathologist. The school fosters close links to parents and the broader school community. |</p>
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<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<td>Student Learning</td>
<td>To promote the achievement of high quality learning outcomes that are designed to meet the particular needs of students as identified through their individual education plans.</td>
<td>By 2014: • 100% of the students will have an Individual Education Plan that includes realistic and challenging goals in the domains of English, Mathematics and in other Naranga Curriculum areas. • 25% of students in Teacher Assessment of Student Progress will be assessed as ‘Achieving Beyond the Goal’</td>
<td><strong>Teaching and Learning</strong> • Implement a whole school approach to teaching and learning based on sound assessment practices (eg. ABLES) and the Naranga curriculum. • Build teachers’ capacity through utilising the e5 Instructional Model, implementing processes to provide quality feedback to teachers on their practices.</td>
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<td>Student Engagement and Wellbeing</td>
<td>To provide a safe, secure and stimulating learning environment that engages students as active participants in their learning.</td>
<td>By 2014: • Student absence rate will improve from 34.2 to 25 full time equivalence.</td>
<td><strong>Programs and Strategies:</strong> • Develop and implement effective whole school programs and strategies designed to promote positive behaviour, student engagement and connectedness. <strong>Partnerships with Parents</strong> • Strengthen the partnerships with parents and carers, and promote positive parental involvement with the school by increasing the opportunities for them to participate in the school’s program and activities.</td>
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| **Student Pathways and Transitions** | **To provide effective school transition processes for all students at key points in their schooling, with a particular focus on preparing students for post-school options** | **By 2014:**  
- To place 95% of 18 year old students leaving Naranga into successful post school placements. | **Transition:**  
- Implement effective whole school processes and programs designed to support transition of students both on entry to the school and as they move between the sub schools.  

**Post School Pathways**  
- To strengthen and further develop the programs designed to provide pathways for students to positive post school options. |
## Key Improvement Strategies
(KIS across the three student outcomes areas)

### Teaching and Learning
- Implement a whole school approach to teaching and learning based on sound assessment practices (e.g. ABLES) and the Naranga curriculum.
- Build teachers’ capacity through utilising the e5 Instructional Model, implementing processes to provide quality feedback to teachers on their practices.

#### Year 1
- Develop a Naranga School curriculum which will encompass all school students.
- Establish a Naranga School assessment schedule for all school students.
- Establish Professional Learning Teams

#### Year 2
- Implement the Naranga School Curriculum
- Implement the Naranga School assessment schedule
- Develop the work of the Professional Learning Teams

#### Year 3
- Further develop the Naranga School Curriculum
- Wider implementation of the Naranga School assessment schedule
- Further develop the work and processes used by the Professional Learning Teams

#### Year 4
- Review and refine the Naranga School Curriculum
- Review and refine the Naranga School Assessment schedule
- Review the progress of the Professional Development Teams

### Programs and Strategies:
- Develop and implement effective whole school programs and strategies designed to promote positive behaviour, student behaviour and connectedness.

#### Year 1
- Look at correlation between student attendance and programs offered on the days of high attendance.
- Develop community links
- Develop processes to involve parents in the school
- Develop and document processes for managing challenging student behaviour and promotion of positive behaviours

#### Year 2
- Introduce timetables and programs optimise student engagement
- Introduce parental professional development opportunities
- Induction program for parents who volunteer developed
- Implement processes to promote positive student behaviours

### Achievement Milestones
(Changes in practice and behaviours)

- Improved student outcomes
- Sequential learning outcomes
- Consistency across the school in planning document and IEP formats
- Improved teaching practice
- Improved teaching practice
- Consistency across the school for assessment timelines and procedures
- Widely used curriculum document
- Improved student outcomes
- Improved assessment processes
- Improved teaching practices.
- Increased use of community agencies
- Staff professional development in promotion of positive behaviours
- Improved student attendance
- Staff members involved in the parental professional development programs
- Improved staff opinion survey results in the areas of student misbehaviour and classroom misbehaviour
- Improved Parent Opinion Survey results in the area of student safety

### Partnerships with Parents
- Strengthen the partnerships with parents and carers, and promote positive parental involvement with the school by increasing the opportunities for them to participate in the school’s program and activities.
| Year 3 | • Continue with programs which promote high student engagement  
• Maintain professional development opportunities for parents and introduce social parent programs  
• Continue to implement processes to promote positive student behaviours. | • Improved student attendance  
• Increase in the number of staff involved in parental programs  
• Improved staff opinion survey results in the areas of student misbehaviour and classroom misbehaviour  
• Improved Parent Opinion Survey results in the area classroom behaviour |
| Year 4 | • Review the timetable arrangements and the programs to ensure maximum student engagement is maintained  
• Review the processes and opportunities for parental engagement with a view to further development  
• Review the processes and programs used to promote positive student behaviours and the management of challenging student behaviours. | • Improvement in the attendance rates of all students across the school  
• Improved Parent Opinion Survey results in the areas of student safety and classroom behaviour  
• Improved staff opinion survey results in the areas of student misbehaviour and classroom misbehaviour |
| Transition:  
• Implement effective whole school processes and programs designed to support transition of students both on entry to the school and as they move between the sub schools. | Year 1 | • Research how other special schools organise and implement the MIPS program  
• Develop and document a Naranga School MIPS program  
• Develop and document transition processes for Naranga School  
• Establish data base of post school options currently offered to Naranga students | • Improved knowledge and understanding of the MIPS program  
• Greater understanding of the needs of the students as they transition through the school  
• Increased knowledge of all post school options accepted by the students |
| Post School Pathways  
• To strengthen and further develop the programs designed to provide pathways for students to positive post school options. | Year 2 | • Implement the Naranga School MIPS program  
• Follow up Naranga students at their post school placements to determine continuance and satisfaction | • Greater student involvement in the MIPS program  
• Staff to visit post school option placement centres to determine suitability  
• Staff to interview students about satisfaction with their post school option placements |
| Year 3 | • Implement documented transition processes as students move between all sub schools  
• Implement documented transitions processes for all new entry students  
• Continue to follow progress of student in their post school options | • Staff to be actively engaged in implementing the transition processes between sub schools  
• Staff to continue to interview students about satisfaction with their post school option placements and create a compendium of appropriate placements |
| Year 4 | • Review the transition processes employed for news entry students and for those moving between the sub schools  
• Review the success of the placements of the students into their post school options. | • Greater retention rates of students at the post school options as a result of more appropriate placements  
• Improved transition processes between sub schools undertaken by students and staff. |