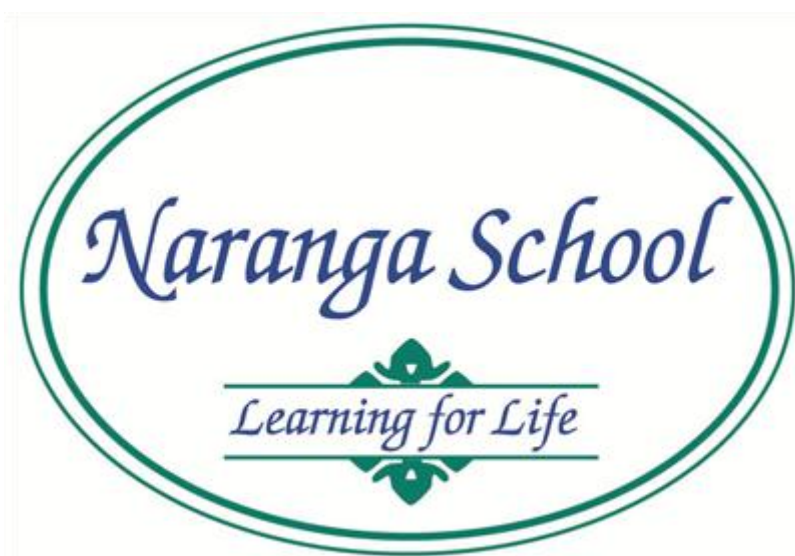


School Strategic Plan 2022-2026

Naranga School (5080)



Submitted for review by Kai Pukarinen (School Principal) on 09 June, 2023 at 02:34 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 17 July, 2023 at 12:09 PM

Endorsed by Chris Reid (School Council President) on 18 July, 2023 at 09:06 AM

School Strategic Plan - 2022-2026

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School vision	Naranga School provides educational programs that are engaging and meaningful in a structured, safe and supportive learning environment so that students develop the knowledge and skills that equip them to be independent and able to make a valuable contribution to society. This is reflected in our school motto: Learning for Life.
School values	<p>Naranga School's values are visible, explicitly taught and constantly celebrated: 'Be Safe', 'Be Respectful', 'Be Responsible', 'Be a Learner'</p> <p>The Naranga School Matrix of Expectations is displayed in all areas of learning in the school – including offices. Every classroom teacher works with their students to develop a class-agreed set of expectations for themselves.</p> <p>Our school houses are named for each of the values: Red House = Be Safe; Blue House = Be Respectful; Green House = Be Responsible; Yellow House = Be a Learner.</p> <p>Our values are demonstrated and taught in every area of the school at all times, and are celebrated through a variety of awards, rewards and acknowledgements.</p> <p>Naranga School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school.</p> <p>As principals and school leaders, we will:</p> <ul style="list-style-type: none">• model positive behaviour and effective leadership.• communicate politely and respectfully with all members of the school community.• work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone.• behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments.• plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school.• identify and support students who are or may be at risk.• do our best to ensure every child achieves their personal and learning potential.• work with parents to understand their child's needs and, where necessary, adapt the learning environment

accordingly.

- respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- inform parents of the school's communication and complaints procedures.
- ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds.

As teachers and non-teaching school staff, we will:

- model positive behaviour to students consistent with the standards of our profession.
- communicate politely and respectfully with all members of the school community.
- proactively engage with parents about student outcomes.
- work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- treat all members of the school community with respect.

As parents and carers, we will:

- model positive behaviour to our child.
- communicate politely and respectfully with all members of the school community.
- ensure our child attends school on time, every day the school is open for instruction.
- take an interest in our child's school and learning.
- work with the school to achieve the best outcomes for our child.
- communicate constructively with the school and use expected processes and protocols when raising concerns.
- support school staff to maintain a safe learning environment for all students.
- follow the school's processes for communication with staff and making complaints.
- treat all school leaders, staff, students, and other members of the school community with respect.

As students, we will:

- model positive behaviour to other students.
- communicate politely and respectfully with all members of the school community.
- comply with and model school values.
- behave in a safe and responsible manner.
- respect ourselves, other members of the school community and the school environment.

	<ul style="list-style-type: none"> • actively participate in school. • not disrupt the learning of others and make the most of our educational opportunities. <p>As community members, we will:</p> <ul style="list-style-type: none"> • model positive behaviour to the school community. • treat other members of the school community with respect. • support school staff to maintain a safe and inclusive learning environment for all students. • utilise the school’s processes for communication with staff and submitting complaints.
<p>Context challenges</p>	<p>Naranga Special School is located in the City of Frankston approximately 40 kilometers from the Melbourne Central Business District. Naranga is a select-entry government school for students aged 5-18 years who meet the criteria of having a mild intellectual disability. The school is nearly 50 years old.</p> <p>The school facilities include an administration block, which includes spaces for the range of support professionals and classroom blocks for Juniors, Upper Juniors, Seniors and Pathways. There are facilities for art, home economics, music, library and physical education. The grounds include spaces for active and passive recreation and play. Major works are underway for a redevelopment of the oldest building on the site. The new facility will include four classrooms, a physical education space, art room, woodwork/hands on room and performing arts room. There will also be teacher work spaces and small private rooms for consultation and small group work.</p> <p>Enrolments at the time of the review were 174 students. Over the past three years enrolment trends have been unpredictable. Enrolment were static over 2020 and 2021. There has been strong upward trend since 2022 with enrolments increasing by approximately 25 students and a significant level of enrolment enquiries and interest on a weekly basis.</p> <p>The Student Family Occupation Education (SFOE) index was 0.6033 in 2023.</p> <p>The staffing profile of Naranga Special School consists of a principal, an assistant principal, 28 teachers, and 27 Education Support (ES) staff, including a full-time psychologist, a 0.8 Mental Health Practitioner, a 0.9 Speech Pathologist and a 0.8 Occupational Therapist.</p> <p>There are two Learning Specialists – one for Teaching and Learning and one for Positive Climate for Learning. The Leadership team comprises a Principal, an Assistant Principal, two Leading Teachers, two Learning Specialists, a Mental Health and Wellbeing Leader, the Business Manager and the Education Support Staff Leader.</p> <p>The school provides a curriculum framework that is based on the Victorian Curriculum and differentiated to meet student needs. The junior school focuses on the development of communication and social skills, literacy and numeracy. Students in their final two years of school work towards achieving the Victorian Pathways Certificate (VPC) Foundation</p>

	<p>level or Award Scheme Development and Accreditation Network (ASDAN) certificate – a program that develops students’ skills for learning, work and life. An Individual Education Plan is developed for each student. The school also offers specialist activities such as physical education, art, digital technology, food technology, sustainability, community access and performing arts. The senior school and pathways programs also include work experience and leisure activities.</p> <p>The School-Wide Positive Behaviour Supports and Restorative Practices frameworks underpin the approach to the building of positive relationships across the school. The school participates in the Sustainable Schools program, eSmart, and the Bully Stoppers program. Our pedagogy is based on explicit teaching and direct instruction practices.</p> <p>Key challenges that will be the focus of our Key Improvement Strategies include:</p> <ul style="list-style-type: none"> -implementation of the Professional Learning Community model of practice as a key driver of improving student outcomes and building consistency of teacher practice -supporting the increasing need for student mental health and wellbeing support through a Multi-Tiered System of Support model -strengthening connections between school, home and agencies -continuing to build opportunities for student voice and agency
<p>Intent, rationale and focus</p>	<p>In the next four years, we will focus on the following key directions:</p> <ul style="list-style-type: none"> -Whole school curriculum planning and documentation -Consistent use of student assessment data -Professional Learning Communities -Feedback and coaching -Student voice, agency and leadership -Student mental health and wellbeing -School, family and community partnerships <p>We will prioritise our work accordingly, and have two goals which encompass these areas of improvement.</p> <p>Goal 1 Improve student learning outcomes</p> <p>FISO Core Elements</p>

- Leadership
- Teaching and Learning
- Assessment

Rationale

The Panel noted that student progress and growth in Literacy and Numeracy skills were fundamental to the development of independent adults. The Panel agreed that whilst the school had implemented the PLC initiative and was using data to differentiate and inform Individual Education Plans, there were inconsistencies in whole school documentation and planning expectations. School Staff Opinion Survey data also indicated that opportunities for teacher collaboration, teacher feedback and moderation of assessment data were areas for future consideration.

Goal 2

Improve students' health and wellbeing

FISO Core Elements

- Support
- Engagement

Rationale

The Panel agreed that the promotion of independence was fundamental in preparing students for life after school. The Panel noted that there were several strategies in place to promote student voice and agency and the multi-tiered system of support was enabling students to self-regulate their behaviours. The Panel concurred that embedding the multidisciplinary practices and building school and family partnerships would further support student health and wellbeing. The Panel also noted that further developing school and agency partnerships would enhance student participation and engagement.

Staging of the Key Improvement Strategies over four years of the plan:

Goal 1 Improve student learning outcomes

KIS 1.a Develop and implement consistent whole-school curriculum and planning documentation.

- Actions
- Implement a Curriculum Team to oversee curriculum documentation
 - Implement a program planning team to review teacher planning documentation and provide coaching, training and support
 - Identify the non-negotiables in teacher planning documents and implement accountability systems

	-Develop standardised templates for whole curriculum scope and sequence documents
KIS 1.b	<p>Deepen teacher capacity and collaborative practices through PLC inquiry cycles.</p> <p>Actions -Re-implement PLC meetings for all teachers -Embed the inquiry cycle model into PLC meetings</p>
KIS 1.c	<p>Strengthen teacher capacity to analyse and use data to inform differentiated learning.</p> <p>Actions -Provide opportunities for teachers to analyse data in PLC meetings -Professional development to build data literacy in teachers -Use student performance data to inform differentiation</p>
KIS 1.d	<p>Develop and implement a consistent feedback and coaching process for teachers.</p> <p>Actions -Investigate models for providing feedback and coaching to teachers -Implement the model -Embed the use of feedback and coaching to increase teacher capacity</p>
	Goal 2 Improve students' health and wellbeing
KIS 2.a	<p>Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.</p> <p>Actions -Embed a multi-tiered system of support for student wellbeing -Embed a strong system for monitoring student attendance patterns and identifying students requiring intervention -Develop programs that provide school leavers with strategies to seek help and support their own wellbeing -Provide opportunities for students to develop positive physical health habits</p>
KIS 2.b	<p>Strengthen opportunities for student voice, agency and leadership.</p> <p>Actions -Establish a system of student voice in key decision-making forums such as care team meetings, SSGs, DIPs -Implement student-led conferencing -Provide opportunities for students to contribute to planning and programs at the whole school level -Provide more opportunities for students to be leaders across the school</p>
KIS 2.c	Strengthen opportunities for students to enrich learning through community and family partnerships.

	<p>Actions -Develop partnerships with external agencies for extra-curricular activities that support student wellbeing</p> <p>-Implement a system of collaboration with NDIS providers so students have access to programs that support their needs.</p>
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School Strategic Plan - 2022-2026

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Goal 1	Improve student learning outcomes.
Target 1.1	<p>Student achievement</p> <ul style="list-style-type: none"> • increase the percentage of students independently achieving their IEP goals in Reading and Viewing from 32 per cent in 2022 to 52 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Writing from 48 per cent in 2022 to 68 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Number and Algebra from 44 per cent in 2022 to 64 per cent in 2026 • increase the percentage of students independently achieving their IEP goals in Measurement and Geometry from 45 per cent in 2022 to 65 per cent in 2026.
Target 1.2	<ul style="list-style-type: none"> • School Staff Survey <p>School Climate Module</p> <ul style="list-style-type: none"> • improve the positive endorsement for Teacher collaboration from 66 per cent in 2022 to 76 per cent in 2026 • improve the positive endorsement for Guaranteed and viable curriculum from 65 per cent in 2022 to 75 per cent in 2026 <p>Teaching and Learning – Implementation Module</p> <ul style="list-style-type: none"> • improve the positive endorsement for Moderate assessment tasks together from 42 per cent in 2022 to 62 per cent in 2026 <p>Teaching and Learning – Evaluation Module</p>

	<ul style="list-style-type: none"> improve the positive endorsement for Understand how to analyse data from 38 per cent in 2022 to 60 per cent in 2026.
Target 1.3	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> improve the positive endorsement for Stimulated learning from 75 per cent in 2022 to 80 per cent in 2026
<p>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</p>	Develop and implement consistent whole-school curriculum and planning documentation.
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Deepen teacher capacity and collaborative practices through PLC inquiry cycles.
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Strengthen teacher capacity to analyse and use data to inform differentiated learning.
Key Improvement Strategy 1.d	Develop and implement a consistent feedback and coaching process for teachers.

<p>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>	
<p>Goal 2</p>	<p>Improve students' health and wellbeing.</p>
<p>Target 2.1</p>	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Parent participation and involvement from 62 per cent in 2022 to 75 per cent in 2026 • improve the positive endorsement for Support services from 64 per cent in 2022 to 73 per cent in 2026 • improve the positive endorsement for Managing bullying from 71 per cent in 2022 to 78 per cent in 2026.
<p>Target 2.2</p>	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for Sense of connectedness from 70 per cent in 2022 to 75 per cent in 2026 • improve the positive endorsement for Student voice and agency from 73 per cent in 2022 to 80 per cent in 2026 • improve the positive endorsement for Managing bullying from 75 per cent in 2022 to 82 per cent in 2026.
<p>Target 2.3</p>	<p>School Staff Survey</p> <ul style="list-style-type: none"> • improve the positive endorsement for improve the positive endorsement for Parent and community involvement from 71 per cent in 2022 to 80 per cent in 2026.

Target 2.4	<p>Attendance</p> <ul style="list-style-type: none"> • reduce the percentage of students with 30 or more absences from an aggregated measure of 33 per cent from 2019 to 2022 to 20 per cent in 2026.
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen opportunities for student voice, agency and leadership.
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen opportunities for students to enrich learning through community and family partnerships.