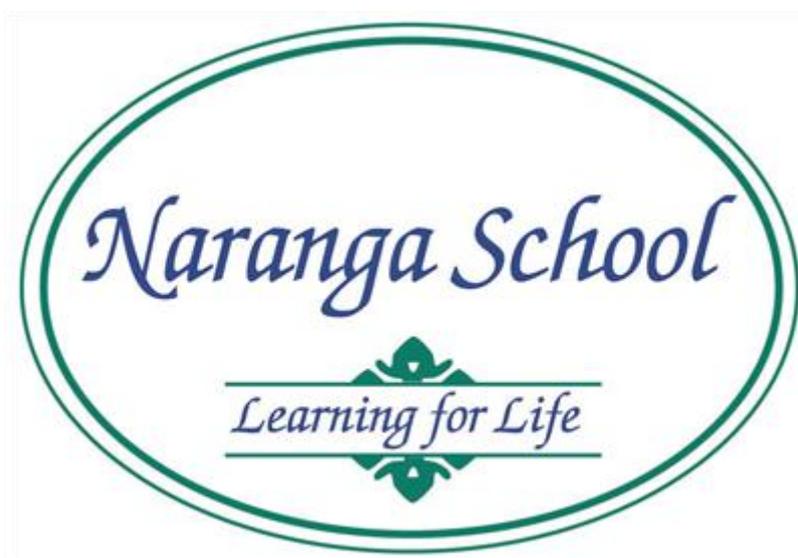


School Strategic Plan 2018-2022

Naranga Special School (5080)



Submitted for review by Susan Coull (School Principal) on 18 June, 2019 at 12:11 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 14 July, 2019 at 02:15 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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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.
- actively participate in school.
- not disrupt the learning of others and make the most of our educational opportunities.

As community members, we will:

- model positive behaviour to the school community.
- treat other members of the school community with respect.

	<ul style="list-style-type: none"> • 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 over 40 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 and Seniors. 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 for an upgrade to the Junior Blocks were underway at the time of review.</p> <p>Enrolments at the time of the review were approximately 177 students. Over the past three years, enrolments increased by approximately 25 students.</p> <p>The Student Family Occupation (SFO) index was 0.75 and the Student Family Occupation Education (SFOE) index was 0.64 in 2019.</p> <p>The staffing profile of Naranga Special School includes a Principal and two Assistant Principals. Altogether there were 26.5 teaching staff and 18.4 full time equivalent Education Support (ES) staff, including administration staff.</p> <p>In</p> <p>The school provides an approved curriculum framework differentiated to meet student needs and based on the Victorian Curriculum, including Abilities based learning and education support (ABLES). All students have an Individual Learning Plan (ILP). The junior school focuses on the development of communication and social skills, literacy and numeracy.</p> <p>The curriculum also includes personal and social capabilities, ICT and community access, physical education, food technology, performing arts, music, visual arts, and curriculum enrichment programs offered through elective programs.</p> <p>The senior school and pathways programs also include work experience and leisure activities. The Victorian Certificate of Applied Learning (VCAL) is offered in the final two years of schooling and includes practical work-related experience, as well as literacy and numeracy skills and personal and social development. Programs include TAFE Tasters, and School-based apprenticeship or traineeship (SBAT).</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</p>

	<p>program.</p>
<p>Intent, rationale and focus</p>	<p>In the next four years, we will focus on three key areas of improvement:</p> <ol style="list-style-type: none"> 1. Improve teacher collaboration around student learning. 2. Extend the ways in which student assessment and data is used by teachers and teams to inform teaching and learning practices. 3. Embed student agency and voice across the school. <p>This is important in order to enhance our current practices and meet expected targets in relation to FISO and our Strategic Plan</p> <p>We have prioritised our work accordingly, and the three goals encompass these three areas of improvement.</p> <p>Goal 1 To improve the literacy and numeracy outcomes for every student.</p> <p>Suggested FISO Priority Area and FISO Dimension/s for this goal (in order of priority)</p> <p>Priority Areas: Excellence in teaching and learning Professional leadership</p> <p>Dimension/s:</p> <ol style="list-style-type: none"> 1. Curriculum planning and assessment. (CPA) 2. Evidence-based high-impact teaching strategies (EBHITS) 3. Evaluating impact on learning (EIL) 4. Instructional and shared leadership (ISL) <p>Goal 1 rationale Panel discussion and findings during the review, and discussion around the FISO rubrics of Building Practice Excellence and Curriculum Planning and assessment indicated that the use of student assessment data to inform practice, and an in-depth understanding of high impact teaching strategies was developing but not yet embedded in teacher practice. It was evident to the panel that although work had begun, there was not a whole school approach to literacy and numeracy that was well understood and implemented across the school.</p> <p>Goal 2 To engage every student in their learning.</p>

Suggested FISO Priority Area and FISO Dimension/s for this goal (in order of priority)

Priority Areas:

Positive climate for learning

Excellence in teaching and learning

Dimension/s:

1. Empowering students and building school pride (ESBSP)

2. Intellectual engagement and self-awareness (IESA)

3. Building practice excellence (BPE)

Goal 2 rationale

Panel discussions and classroom observations on the Validation Day, findings from the field days and Review Day indicated that student voice and agency was developing across the school but was still variable and not yet embedded in practice. In addition, findings indicated that a systematic approach to goal-setting and feedback that included the development of student voice and agency was not yet developed across the school.

Goal 3

To build the personal and social capabilities of every student.

Suggested FISO Priority Area and FISO Dimension/s for this goal (in order of priority)

Priority Areas:

Positive climate for learning

Community engagement in learning

Dimension/s:

1. Health and wellbeing (HWB)

2. Parents and carers as partners (PCP)

Goal 3 rationale

Panel discussions and classroom observations on the Validation Day, findings from the field days and Review Day indicated that despite some excellent work in student wellbeing across the school, there was still room to improve coordination of staff from all roles in the school. Despite positive improvement, 36% of staff did not positively endorse the collective efficacy factor of the school climate module in the 2018 School Staff Survey (SSS). The panel agreed that the next level of work was to continue to build the personal and social capabilities of every student through the building of a whole-school interdisciplinary approach to student wellbeing that includes staff and strong communication between home and school.

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Goal 1	To improve the literacy and numeracy outcomes for every student
Target 1.1	<ul style="list-style-type: none">100% of students demonstrate growth in literacy (reading and writing) to achieve ILP goals each year from 2019 - 2022
Target 1.2	<ul style="list-style-type: none">100% of students demonstrate growth in numeracy to achieve ILP goals each year from 2019 – 2022.
Target 1.3	<ul style="list-style-type: none">By 2022, the percentage of positive responses of all staff to ‘Academic Emphasis’ in the School Climate module will increase from 59% to 85%.
Target 1.4	<ul style="list-style-type: none">By 2022, the percentage of teachers’ positive responses to ‘Understand how to analyse data’ in the Teaching and Learning Evaluation module will increase from 59% to 100%.

Key Improvement Strategy 1.a Curriculum planning and assessment	Implement a whole school approach to curriculum, instruction and assessment, including the HITS and use of data.
Key Improvement Strategy 1.b Curriculum planning and assessment	Document and implement a whole school approach to literacy and numeracy.
Key Improvement Strategy 1.c Instructional and shared leadership	Build a whole school approach to instructional leadership.
Goal 2	To engage every student in their learning.
Target 2.1	<ul style="list-style-type: none"> By 2022, the percentage of positive responses of all students to ‘Stimulated Learning’ in the ‘Effective Teaching Practice for Cognitive Engagement’ domain will increase from 67% to 80%.
Target 2.2	<ul style="list-style-type: none"> By 2022, improve the percentage of positive responses of all staff to ‘Teacher Collaboration’ from 75% in 2018 to 85% in 2022 in the School Climate module.
Target 2.3	<ul style="list-style-type: none"> By 2022, the percentage of positive responses of teachers to ‘Moderate assessment tasks together’ in the Teaching and Learning – Implementation module will increase from 67% to 80%.

Target 2.4	<ul style="list-style-type: none"> By 2022, the percentage of positive responses of parents to ‘Student agency and voice’ in the Student Development domain will increase from 64% to 80%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build student agency and voice across the school.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Implement a whole school approach to goal setting – students, teachers and staff.
Key Improvement Strategy 2.c Building practice excellence	Build the professional learning teams (PLTs) to improve consistency of high-level teacher practice.
Goal 3	To build the personal and social capabilities of every student
Target 3.1	<ul style="list-style-type: none"> By 2022, the percentage of positive responses of all staff to ‘Collective efficacy’ in the School Climate module will increase from 64% to 75%. By 2022, the percentage of positive responses of all staff to ‘Trust in students and parents Collective efficacy’ in the School Climate module will increase from 58% to 75%.

Target 3.2	<ul style="list-style-type: none"> By 2022 improve the percentage of positive responses of parents to ‘Special Needs’ from 58% in 2018 to 75% in 2022 in the School Ethos and Environment domain.
Target 3.3	<ul style="list-style-type: none"> By 2022, decrease the percentage of students with 20 or more absence days from 42% in 2018 to 35%.
Key Improvement Strategy 3.a Health and wellbeing	Implement a whole school approach to student wellbeing (including learning capabilities)
Key Improvement Strategy 3.b Parents and carers as partners	Build the communication practices within the school, and between home and school