School Strategic Plan for

Verney Road School

5153

2015-2018

Endorsements

Endorsement by School Principal	Signed: Name: Janet Gill Kirkman Date………………………………………
Endorsement by School Council	Signed……………………………………. Name: Joanne Sizeland Date……………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name………………………………………. Date……………………………………….

Legislative context for endorsement

Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."

Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.

School Profile

Vision	Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities, enhance self esteem and prepare each individual for a purposeful pathway into adulthood.
Purpose	Verney Road School is committed to providing an education for children and young people with a mild, moderate or severe intellectual disability from age 2.8 – 18 years. Many students have multiple diagnoses of disability. These may include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Down Syndrome. Students can also present with sensory, physical impairment and challenging behaviours. We have a strong learning ethos with a belief 'that all children can learn.' Individualised Specific, Measurable, Achievable, Relevant and Timely, (SMART) goals and teaching strategies are developed with parents / carers using Individual Learning Plans, with high expectations for all learners. Our goal is the promotion of positive student behaviour, communication skills, emotional wellbeing and maximising independence in daily life and learning.

Values	
	Verney Road School has a culture of four key expectations, these are what we value: **Be Safe** ~ we are committed to the promotion of behaviours and creating environments that ensures the wellbeing of every member of the school community. **Be Respectful** ~ we are committed to accepting each other as we are and valuing our strengths and differences. **Be Responsible** ~ we are committed to supporting each other, for being accountable for our actions and encouraging all to achieve independence. **Be a Learner** ~ we are committed to all members of our school community having a go at diverse learning opportunities and by reflecting on our mistakes and not giving up, we build success.
Motto	'Excellence in Supportive Learning.'
	Drafting note: Strategic planning recognises that each school operates within a unique context, shaped by its history, its community and its desired future. Analysis of the school's environmental context answers the question: What are the influences that will impact on our school and the achievement of our goals into the future? In describing the environmental context, schools will consider both the current and future needs of children and young people in the community as well as community expectations, the socio-demographic composition of the community, broader education provision (including early childhood and post-compulsory provision options), facilities and infrastructure, labour market conditions, and government policies and regulations.
Environmental Context	Verney Road School (VRS) is a state government educational facility in the North Eastern Victoria regional city of Shepparton. Students at the school are funded under the Program for Students with Disabilities (PSD) and have been assessed with a mild to profound intellectual disability. Many students have multiple diagnoses of disability which may include Autism Spectrum Disorder (ASD), Down Syndrome, Attention Deficit Hyperactivity Disorder (ADHD), associated sensory and physical impairments and/or challenging behaviours.

Students' ages range from 2.8 to 18 years of age. The school has an Early Education Unit where four classes are offered weekly and three school aged sections, Early, Middle and Senior Years. Over the period of the last Strategic School Plan 2010-2014 enrolment has grown from 139.9 to 189 and currently includes 23 Early Education students. This growth is already reducing play space and creating the need for split recess and lunch times.

The student family occupation (SFO) density remained relatively stable over the period and is currently 0.73. The school has a low range socio economic profile. The ratio of boys to girls is approximately 3 to 1. The proportion of families that have English as an additional language (EAL) is 11% and 15% are indigenous.

Both teaching and Education Support Staff (ES) have had to increase quite rapidly to accommodate the rise in student enrolments. In 2014 there is a total staff number of 49.93 equivalent fulltime staff, two principal class, 25.4 teachers and 22.33 ES. The three school aged units are led by a non-teaching leading teacher and each classroom is staffed with a teacher and education support staff member. There are 18 classes with an average class size of 9.2 students. The school maximises its staffing resources in many ways including distributing leadership and also employing trainees who are trained to work with and mentor students with challenging behaviours and support active supervision during yard play times.

The school was purpose built in 1999 for 74 students and although buildings are modern, space is at a premium as six portable classrooms have been added to house the increasing enrolment and the school is landlocked. Three new classrooms were added in 2010 under federal government Building Education Revolution (BER) funding. This has considerably reduced play space so the role of the trainees is highly valued in yard times.
 Most students access transport to and from school that is funded by the Department of Education and Early Childhood (DEECD) although families that do choose to pick up and drop off must alternate with bus times for safety due to car park congestion.

The school has had a change of leadership. The new principal was appointed in 2013 during the review period. The previous principal had filled the role for ten years. There is a strong and strategic school improvement focus. Although there has been a need to employ new staff to meet the increasing enrolments a shared responsibility for the learning of all students is evident.
 The school has various rigorous teaching and learning programs to meet the complex individual needs and ages of students. It provides Music, Physical Education and Art as specialist programs. The Early Education program has been reframed to follow DEECD guidelines and includes the expansion of the teachers' roles to include outreach.

For the Early, Middle Years and Independent Living Skills students there is the Hume Region Special School (HRSS) web based curriculum which guides learning outcomes. The curriculum for senior students includes Victorian Certificate of Applied Learning (VCAL) Vocational Education and Training (VET) and Independent Living Skills.

Furthermore, to ensure there is a whole school balanced approach to the teaching of literacy the school has focussed on improving literacy outcomes through a rigorous approach to the application of the Four Blocks Model.

The school is now focussing on ensuring every student can access the curriculum and have a voice in their learning through the use of Augmentative and Alternative Communication (AAC) approaches and devices.

The school has further developed high expectations and accountability through the Performance and Development process for teacher practice. To ensure consistency of practice and implementation for all staff at VRS there are baseline expectations and "non-negotiable" behaviours which were created in 2012. The key elements of the instructional model are utilised to clearly identify expectations. Established routines are a vital part of daily teaching at VRS and a timetable of the day is displayed. Visual cues are used and every lesson is to have a learning intention or purpose and the teacher explicitly teaches using modelling. Learning is to be anchored to real world experience or previous learning with students to practice feedback and reflection. Wait time is given to allow processing for learners and teacher feedback is to be task or process based rather than only praise. Planning is comprehensive and teacher language is to include the four school expectations. Be a Learner, Be Respectful, Be Safe and Be Responsible are the four expectations and the non-negotiable behaviours have clear descriptions for each of these.

VRS has embedded a common language and behavioural expectations for the whole school community and provides a safe and orderly environment to enhance learning. Additionally, the school has sought to use evidence based decision making using data, to provide a common teaching base in the form of a behavioural matrix and to embed a culture of positive behaviour through explicit teaching. The school has worked hard to develop this whole school approach to behaviour management through the implementation of Positive Behaviour Support (PBS).

The school council and school leadership have developed transparent and accountable financial management. School resources have increasingly supported professional learning for staff, curriculum resourcing, increased technology capability as well as improvement and maintenance of school facilities and school grounds.

Staffing appointments have been made using merit based panels and as many staff as possible have been selected to sit on panels, for the professional learning opportunity. This together with distributive leadership and staff placements has enhanced school improvement.

Service Standards	**Drafting note:** In accordance with the school's purpose and values, this section provides an opportunity to clearly articulate to the community what standards of service the school will hold itself to.
	Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.
	Examples:
	General
	• *The school fosters close links with parents and the broader school community through its commitment to open and regular communications.*
	• *The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.*
	• *The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.*
	• *The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.*
	• *All students will receive instruction that is adapted to their individual needs.*
	Specific
	• *The school will respond to all communication by parents and caregivers within 2 working days.*
	• *Parents will be engaged regularly when their child does not behave in a socially acceptable manner.*
	• *Students will play an active part in the development and review of the school's behaviour policies.*
	• *All teachers will provide timely and targeted feedback to students on their work.*
Service Standards	**General**
	• The school has high expectations that every student will learn.
	• The school guarantees all students access a broad, balanced and flexible curriculum. This incorporates a literacy and numeracy base for every student and independent living skills for learning and life.
	• The school takes full responsibility for the achievement, engagement and wellbeing of every student whilst at school.
	• The school will ensure every student can participate in learning by maximising Augmentative Alternative Communication (AAC) tools.
	• VRS will optimise every students' learning opportunity by regularly engaging with the family / carer.
	• VRS will provide a safe and orderly environment to ensure every child can learn.

- VRS teachers will implement an agreed teaching model of instruction.

- VCAL, VETis and Independent Living Skills provision is available to match students' needs.

- No student will leave VRS without a planned future pathway.

Specific

- Every teacher will maintain consistent, regular communication with each student's parents / carers.

- The school will provide an agreed model of instruction.

- Every teacher will commence the school year by implementing the 'Rigour and Routine' document by supporting students in 'learning to learn.' This will be revised at the commencement of each new term.

- Every teacher will explicitly plan the weekly program to support learning outcomes.

- Each classroom will provide a safe, orderly, routine based, visually supported environment.

- Every teacher will use formative and summative strategies to assess each student to know how they learn and what their next learning steps are and plan their teaching accordingly.

- Every teacher will design semester based SMART goals for every student to match their learning needs.

- Teachers will provide timely, task and process based feedback to students about their achievement relative to the explicit learning intention.

- Each teacher will know and use the NEV-R Curriculum (formally HRSSC).

- Each teacher will use AAC strategies to support student understanding, participation, engagement and achievement.

- Every teacher will use Tier 1 language and explicitly teach the PBS behavioural matrix to support behaviour management.

- Each teacher will report clearly and accurately to parents/carers about student achievement at twice yearly SSG's and provide semester written reports.

- Every teacher and ES staff member will participate in regular professional learning to update knowledge and practice, targeted to whole school priorities.

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	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.	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.	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.
Achievement Achievement refers to both the absolute levels of learning attainment and growth	To improve all learners communication, literacy and numeracy skills.	To increase in 2015 and annually each team leader's classroom presence, through modelling, team teaching or classroom	Expand the school's capacity for distributed instructional leadership.

in student learning that schools strive to support. 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.		observations at least twice weekly. To increase to 90% the number of students achieving a score of 3 for their SMART goals in English, Mathematics and Communication. To increase for 90% of the students letter identification results from June to December UAELB assessment.	Focus on the development, documentation and embedding of shared evidence based teaching and learning. Extend teacher capacity to utilise a range of assessment strategies to effectively plan and assess teaching and learning.
		By the end of 2015 and annually every student with complex communication needs will have an individualised goal relating to their AAC objectives.	Embed high expectations and extension of personalised learning for all students.
		To increase the percent endorsement of shielding and buffering in the Staff Opinion Survey from 38% to 52% (All Special Schools 2014) during the period of the Strategic Plan.	Decrease the level of interruptions and intrusions that distract from teaching and learning.
Engagement Engagement refers to the extent to which students feel connected to and engaged	To provide for all learners a learning environment that fosters resilience and lifelong learning enabling students to be active	To decrease Year 11 average absence from 35 days (2013) to 25 days (2017).	Focus on strategies to develop a community with "a clear sense of purpose where everyone works together to achieve common

in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	participants in family and community life.	To decrease Year 12 average absence from 28 days (2013) to 18 days (2017). To decrease Foundation-Year 10 average absence from 12 (2013) to 7 days (2017). To increase the percent endorsement of School Climate: Academic emphasis from 58% to 65% in the Staff Opinion Survey during the period of the Strategic Plan. To increase the percent endorsement of School Climate: Trust in students and parents from 40% to 55% in the Staff Opinion Survey during the period of the Strategic Plan.	goals." *McREL International. Changing Schools-Creating purposeful communities-Winter 2008*
Wellbeing 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.	To improve the students' ability to regulate their attention and emotional state.	To improve the Student Distress variable from 4.62 to 5.95 for Years 5-6 students over the period of the Strategic Plan. To improve the Student Safety variable from 3.47 to 4.30 for Years 7-12 students over the period of the Strategic Plan.	Consolidate the implementation of evidence based approaches to teaching students with an intellectual disability and the School Wide Behaviour Support (SWPBS) program.

		-To decrease the Student Challenging Behaviour incidents reported on Edu--Safe from 33% to 20% over the period of the Strategic Plan.	
		Decrease the total SWIS reports detailing major behaviours annually recorded in SWPBS over the period of the Strategic	
		To use data to identify and target interventions to reduce major behaviours for either location, times of the day or specific students over the period of the Strategic plan.	
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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	To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students.	To maintain the General Satisfaction variable of the Parent Opinion Survey above the 75th percentile during the period of the plan. To increase the percent endorsement of Professional Learning: Active participation from 71% to 80% in the Staff Opinion Survey during the period of the Strategic Plan.	Strategically allocate resources according to DEECD and school priorities and evaluate their effect using the annual program budget process.

its goals and targets.			

School Strategic Plan 2015- 2018: Indicative Planner

		Actions	Achievement Milestone
Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies			
		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.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement	Year 1 2015	▪ Create a structured Augmentative and Alternative Communication (AAC) process that embeds AAC practices/skills/strategies and benchmark data to improve the capacity of students to communicate. ▪ Build Instructional Leadership of Team Leaders. Formalise and embed the roles as teaching and learning leaders including monitoring curriculum implementation, teacher planning, assessment and having a regular classroom presence. ▪ Embed the VRS Instructional Model to include what is non-negotiable in daily planning and teaching.	• All students with complex communication needs have a personalised goal and AAC practices and increased participation in learning tasks. ▪ Team leaders will have a classroom presence, through modelling, team teaching or classroom observations at least twice weekly. Teacher accountabilities of curriculum implementation, planning and assessment will be met. ▪ Classroom Observations provide evidence of consistent common practice evident from the VRS Instructional model including written learning intentions, explicit teaching, feedback and reflection.

• Streamline key elements of planning documents for enhancement of differentiated planning to support learning. Structure shared planning times for teams where possible.		• Small shared planning teams established. Planning documentation to include common elements within and across teams (from Instructional Model.)
• Embed the Four Block Literacy Model across all classrooms and expand the understanding of where teaching of reading strategies of structural, visual and meaning cues fit into model.		• Every classroom teacher implements the Four Block Literacy Model at least 4 times weekly.
• Utilise a consistently operable tracking system that is enhanced to provide collective data displays of multiple cohorts (gender, class, age, etc.) and also to map progress of every student over time.		• Teachers using tracking system to upload data, write reports and store all relevant student information.
• Increase focus on moderation of student skills to ensure consistency of teacher judgments by triangulating student data. Extend teacher capacity to use assessments and the NEV-R curriculum effectively to drive relevant SMART goal setting for 6 month periods.		• Teacher judgements are evidenced based. Teachers will write achievable 6 month SMART goals.
• Enable leadership / peer observations that use the Elmore Model (2010) across the school and embed regular, quality feedback on teacher performance.		• Peer and leadership classroom observations occur at least once per term for every teacher and embed constructive task and process feedback for all teaching staff.
• All new staff trained in the whole school approach to teaching of literacy using the Four Block Model.		

		▪ Form small committee to write 'Shielding and buffering' policy – to decrease intrusions that distract from teaching and learning to trial in 2015 year. Commence trial of policy.	▪ By the end of term 1, new staff will be using each element of the four block model with leadership support. ▪ Staff Opinion survey reports improvements in Shielding and Buffering section.
	Year 2 2016	▪ Develop a whole school agreed Instructional Model for teaching Mathematics. ▪ Enable leadership / peer observations in Mathematics that use the Elmore Model (2010) across the school and embed regular, quality feedback on teacher performance. ▪ Review the relevance of the curriculum and link it to AusVELS. ▪ Embed a consistently operable tracking system. ▪ Embed the use of multiple sources of data to assess, student learning and to inform teaching practise. Use Universally Accessible Emergent Literacy Battery (UAELB) of tests for any student who is assessable.	▪ Documented whole school instructional model for the teaching of Mathematics. ▪ Peer and leadership classroom observations occur at least once per term for every teacher in Mathematics domain. ▪ Curriculum Review team formed and builds knowledge of AusVELS and evaluates relevance of NEV-R Special Schools Curriculum. ▪ All teaching staff use tracking system regularly and consistently. ▪ Teacher judgements evidenced based. ▪ Draft ILP's trialled

		• Focus on Individual Learning Plan development including goals strategies, strengths and areas for improvement. • Embed AAC practices/skills/strategies and benchmark data to improve the capacity of students to communicate. • Implement Shielding and Buffering Policy to decrease distractions and intrusions from teaching and learning.	• Every child with complex communication needs will have personalised communication goals and practices. • Staff and students are protected from unnecessary interruptions to teaching and learning.
	Year 3	• Develop an ICT learning and teaching plan to increase ICT access and understanding. • Embed a whole school agreed Instructional Model forMathematics. • Continue review the relevance of the curriculum and link it to AusVELS. • Implement agreed ILP format. • Implement Shielding and Buffering Policy to decrease distractions and intrusions from teaching and learning.	• Documented ICT learning and teaching plan. Appointment of ICT trainee. • Classroom observations evidence common practice in the teaching of Mathematics. • Curriculum Review teams trial elements of AusVELS • Every student has an ILP including SMART Goals, strengths and strategies for learning improvement. • Staff and students are protected from unnecessary interruptions to teaching and learning.

	Year 4	▪ Embed the use of multiple sources of data to assess, student learning and to inform teaching practise in both Literacy and Mathematics.	▪ Teachers moderate and use multiple sources of data to inform teaching and reporting.
		▪ Implementation of ICT teaching and learning plan.	▪ Documented and implemented ICT learning and teaching plan.
		▪ Implementation of the AusVELS curriculum.	▪ The HRSSC will be replaced by AusVELS.
		▪ Embed the move from segregation to integration of delivery of VCAL outcomes.	▪ Three, integrated validated projects completed that meet VCAL outcomes, by the end of the period of the plan.
Engagement	Year 1 2015	• Define attendance guidelines for whole school and develop consistent follow up processes.	▪ All staff aware and implement attendance policy, practices and guidelines consistently.
		• Regularly review and embed the teaching and learning protocols (Instructional model) and the whole school 'Non-Negotiables' to ensure consistent classroom practice and professional behaviour.	▪ Staff consistently implement whole school Instructional Model and Non-Negotiables.
		• Review the Student Support Group (SSG) format, timing, student participation for those deemed capable, involvement of Education Support staff (ES) and the sharing of school reports in the SSG for consistency.	▪ Trial changed processes and make decision to implement in 2016.
		• Continue to improve parent involvement practices through personalised invitations to special and	

		learning events such as whole school assembly, Fun Run, Breakfasts, welcome BBQ & Information evening, SSG's etc.	▪ Personalise invitations through letters, phone calls, students inviting parents and follow up; understanding multiple means and effort may be required.
		▪ Investigate the Strengthening Pathways Planning for Young People to foster independence and increase student participation in further education, training and post school employment. This includes School based apprenticeships and traineeships as an option for a cohort of students.	▪ A small cohort of students participates in SBA, traineeship, and post school employment.
		▪ Embed Project based VCAL processes.	▪ Foundation VCAL outcomes are achieved for the majority of students through multiple hands – on projects
	Year 2 2016	• Embed attendance guidelines for whole school and develop consistent follow up processes.	▪ Staff have personal knowledge of their students' attendance and are supported by principal when there are attendance problems.
		▪ Formalise a transition plan and explicitly communicate to families.	▪ Current transition processes documented and communicated to families.
		• Regularly review the teaching and learning protocols (Instructional model) and the whole school 'Non-Negotiables' to ensure consistent classroom practice and professional behaviour.	▪ Staff consistently implement whole school Instructional Model Non-Negotiables.
		▪ Embed SSG format changes from trial.	

			▪ Students and ESS staff included in meetings where possible and relevant.
		▪ Embed Strengthening Pathways Planning for Young People to foster independence and increase student participation in further education, training and post school employment. This includes School based apprenticeships and traineeships as an option for a cohort of students	▪ A small cohort of students participates in SBA, traineeship, and post school employment.
	Year 3 2017	▪ Expand the integration of e-learning as a tool to improve communication, literacy, numeracy and inquiry skills, personal development and improved pathways.	▪ ICT tools support and enhance learning across domains.
		▪ Embed transition plan and explicitly communicate to families.	▪ Transition processes, dates and timetables clearly communicated to families.
	Year 4	▪ ▪ ▪	▪
Wellbeing	Year 1	• Implement So Safe! Sexuality education for students commencing Term 2, 2015 including an extension program for SY and relevant MY cohort.	▪ Resource development and parent permissions occur in Term 1 and full implementation commences Term 2.
		• Provide ongoing training re legal and safe restraint in line with DEECD policy.	▪ Staff have clear understanding of safe restraint and parents give permission for same in the Behaviour Support Plan.
		• Consistently implement Tier 2 and 3 strategies of the School-Wide Positive Behaviour Support	▪ Student Wellbeing Referral Team meet fortnightly after PBS meeting to

		(SWPBS) program using data based decisions. New staff trained in SWPBS. • Monitor safety of staff through analysis of Edusafe or SWIS data and support staff to develop and/or revise Student Behaviour Support Plans as required.	review referrals and trial and begin implementation of relevant tier 2 and 3 strategies based on a rigorous referral process. ▪ Staff update minimally twice yearly and implement Behaviour Support Plans which is discussed and signed off with parents/ carers.
	Year 2	• New staff are provided with school based training re legal and safe restraint in line with DEECD policy. • The full implementation of So Safe! Sexuality education including an extension program for SY and relevant MY cohort. • Increase opportunities for student voice and leadership across the school. • Embed monitoring safety of staff through analysis of Edusafe or SWIS data and supporting staff to develop and/or revise Student Behaviour Support Plans as required.	▪ Staff have clear understanding of safe restraint and parents give permission for same through signing of Behaviour Support Plans. ▪ All students at VRS with parent / carer permission participate in Sexuality Education. ▪ Student leaders take increasing responsibility for roles across the school. Student feedback is gathered about decisions affecting students. ▪ Staff consistently update and implement Behaviour Support Plans. Leadership team and Social Worker regularly monitors SWIS data.

	Year 3	• Embed opportunities for student voice and leadership across the school.	▪	Student leaders implement roles of responsibility. Students attend meetings and have a framework for giving feedback.
		• Analyse the behaviour data to see if any particular cohorts disengage from programs and consider what additional programs might make a difference, e.g. time, trend, group, structured time & transition.	▪	Consistent implementation of Tier 2 & 3 strategies through PBS referral process.
	Year 4	▪ ▪ ▪	▪	
Productivity	Year 1	▪ Ensure the annual professional learning plan with built in flexibility is aligned with the School Strategic Plan and Australian Teaching Standards.	▪	Professional learning is clearly linked to whole school priorities as per the Strategic and Annual Implementation Plan.
		▪ Provide coaching and time for peer observations.	▪	Team leaders enable coaching and peer observations.
		▪ Provide a personalised and comprehensive communication system for every student with complex communication needs.	▪	Staff and students use AAC to maximise teaching and learning involvement.
		▪ Extend the Performance and Development Process (PDP) leadership to ensure consistency of team approach.	▪	Every staff member designs PDP based on SMART goals and meets the required accountabilities of their role.
		▪ Allocate staff strategically according to student need and staff capability. Continually update a	▪	Staffing profile matches the needs of students.

		staffing plan against the school SRP and projected vacancies.	▪ Tracking system fully operable.
		▪ Utilise the school tracking system to measure cohort growth and progress of individual students over time.	
		▪ Submit regular and timely applications to philanthropic trusts and other agencies.	▪ Special payment allocated to staff member to achieve additional funding through philanthropy and partnerships on an annual basis.
	Year 2	▪ Embed coaching and time for peer observations.	▪ Every teacher conducts at least one peer observation per term.
		▪ Provide a personalised and comprehensive communication system for every student with complex communication needs.	▪ Staff and students use AAC to maximise teaching and learning involvement.
		▪ Extend leadership capabilities to make provision for succession planning.	▪ Leadership team and future leaders attend professional learning to build future capacity.
		▪ Embed the PDP leadership performance and development process to ensure consistency of team approach.	▪ Every staff member designs PDP based on SMART goals and meets the required accountabilities of their role.
		▪ Develop a staged e-learning resourcing plan to strategically expand technology as a tool to support student learning that will increase iPad pool and	▪ E-learning plan developed and implemented and technical support to staff increased and improved.

		options for daily use for students particularly in need of an "alternative pencil" and increase technical support to staff.	
		▪ Embed the use of the school tracking system to measure cohort growth and progress of individual students over time.	▪ Tracking system fully implemented by staff. Student progress evident in downloaded results.
	Year 3	▪ Seek DEECD support to develop a Master Plan to cater for ongoing school growth. ▪ Implement and review staged e-learning resourcing plan.	▪ Master plan developed. ▪ E-learning plan implemented and reviewed and technical support to staff on-going.
	Year 4	▪ ▪ ▪	▪