

# School Strategic Plan 2018-2022

Verney Road School (5153)



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# School Strategic Plan - 2018-2022

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<b>School vision</b>	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 communication, abilities, independence and enhance self-esteem and prepare each individual for a purposeful pathway into adulthood.
<b>School values</b>	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.
<b>Context challenges</b>	Verney Road School educates students from ages 2.8 - 18 years with a mild to severe intellectual disability. It is a ' Dual Mode Specialist School' with a combination of students from a mild to very severe intellectual disability. The school was purpose built in 1999 for 74 students. Enrolments have gradually trended upwards from 161 in 2014 to 187.4 in 2018. This excludes annual Early Education numbers of approximately 20. There are three distinct units of learning, Early Years, Middle Years and Senior Years. Each unit is led by a 'non-teaching' Leading Teacher. The buildings are modern; however, six portable classrooms have been added to meet the growing population. The school is landlocked by a housing estate on the north and a primary school on the west. Space for the students is at a premium and play times are alternated to accommodate each Unit. The majority of students travel to school by contract buses, a small cohort travel independently on mainstream buses and approximately sixty students travel daily with parents /carers by car. Play, car and bus parking space is at a premium.  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 and physical impairments and

	<p>challenging behaviours. A cohort of students have experienced trauma, which can present with severely challenging behaviours and these students require a major level of daily support. Many families have vulnerable backgrounds and require intensive support, within and outside the school environment. The daily explicit teaching is demanding and must always be rigorous. Staff report students with Tier Three behaviours, detract from the required rigour of explicit teaching time. The complexity of the dual mode 'Specialist School' model creates a challenge in meeting the broad range of curriculum needs of learners across each classroom for planning and differentiated teaching. Learning for students with severe intellectual disability is very incremental and can evidence regression.</p> <p>Generational poverty, trauma, the nature of disability, mental health issues, substance abuse and child protective challenges impact a cohort of our students and these students and their families require intensive support from teachers, Education Support Staff and the Wellbeing Team.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Verney Road School's intent is that we have high expectations that every student can and does learn and that we would never give up on a child or a young person. We understand that some students require intensive supports to be able to learn at school and that all needs must be addressed first to ensure learning can take place. These supports may include basic needs and wants, home security, addressing family or student mental health issues, above and beyond communication, attending appointments side by side with families and so on. We understand that some students' timetables must be highly adaptive and that student voice and choice is vital for a cohort of young people to remain engaged at school. Our intent is strong, that no student leaves Verney Road School without a planned pathway.</p> <p>We believe that consistent teaching practices and common language across the school is vital for students with intellectual disability. Our intent is that students require and receive predictability, calmness, routine and multiple exposures to concepts for learning. Trusting relationships between staff and students is absolutely necessary for learning success and progress. Our intent is that strong explicit teaching cascades from consistent differentiated weekly planning. Whilst a broad curriculum is inherent in our school planning we understand that the basics of Literacy and Numeracy are 'a must' for every young person's success in the future.</p> <p>Our intent is that Augmentative and Alternative Communication (AAC) is available to every learner, to scaffold thinking and to ensure every student has a voice. We aim to be an AAC accessible school and AAC provision is non-negotiable for staff.</p> <p>Finally, our 'bottom line' is that with all students we work towards them being independent and likeable.</p>

VRS Priorities over the next Four Years:

- Student learning outcomes in literacy and numeracy.
- School organisational framework
- Knowledge of the Victorian Curriculum and the Victorian Certificate of Applied Learning
- Data to inform goal setting, planning and instructional practice
- Use of the Victorian Teaching and Learning Model
- Student engagement in learning and role as learners
- Student and staff wellbeing.

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<b>Goal 1</b>	Improve student learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	By 2022, the percentage of students achieving a score of 4 or 5 for their IEP English goal will increase from 60% to 75%.
<b>Target 1.2</b>	By 2022, the percentage of students achieving a score of 4 or 5 for their IEP Mathematics goal will increase from 65% to 75%.
<b>Target 1.3</b>	By 2022, the percentage of VCAL students achieving literacy (reading and writing) units at: <ul style="list-style-type: none"><li>• Year 10 will improve from 75% to 80%</li><li>• Year 11 will maintain 86.53% or greater.</li></ul>
<b>Target 1.4</b>	By 2022, the percentage of VCAL students achieving numeracy units at: <ul style="list-style-type: none"><li>• Year 10 will improve from 85.71% to 88%</li><li>• Year 11 will improve from 88.46% to 90%.</li></ul>

<b>Key Improvement Strategy 1.a</b> Instructional and shared leadership	Build collaborative teams within a restructured whole school organisational framework
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Strengthen teacher knowledge of Victorian Curriculum and VCAL
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build teacher knowledge and skills to analyse data to inform goal setting, planning and instructional practice.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build teacher capacity through the implementation of the Victorian Teaching and Learning Model (V.T.L.M).
<b>Goal 2</b>	Strengthen student engagement in learning.
<b>Target 2.1</b>	By 2022, improve the Student Attitudes to School Survey factors of: <ul style="list-style-type: none"> <li>• Student voice and agency from 80% to 85% or greater</li> <li>• School connectedness from 77% to 82% or greater</li> <li>• Motivation and interest from 92% to 95% or greater</li> <li>• Regulation and goal setting from 86% to 90% or greater.</li> </ul>
<b>Target 2.2</b>	By 2022, maintain the Parent Opinion Survey percentage endorsement for the factors of: <ul style="list-style-type: none"> <li>• effective teaching at 96%</li> <li>• high expectations for success at 98%</li> <li>• stimulating learning environment at 98%</li> <li>• student motivation and support at 96%.</li> </ul>

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Ensure students have an authentic role in their learning through student voice, agency and leadership.
<b>Goal 3</b>	Build student wellbeing.
<b>Target 3.1</b>	By 2022, improve the Student Attitudes to School Survey factors of: <ul style="list-style-type: none"> <li>• Sense of inclusion from 92% to 95% or greater</li> <li>• Sense of belonging from 77% to 82% or greater</li> <li>• Resilience from 86% to 90% or greater</li> </ul>
<b>Target 3.2</b>	<ul style="list-style-type: none"> <li>• By 2022, improve the Parent Opinion Survey percentage endorsement for the factors of: <ul style="list-style-type: none"> <li>○ Managing bullying from 85% to 90% or greater</li> <li>○ Not experiencing bullying from 71% to 75%</li> </ul> </li> <li>• By 2022 maintain the Parent Opinion Survey percentage endorsement for student connectedness at 97%.</li> </ul>
<b>Target 3.3</b>	By 2022, improve the School Staff Survey factors of: <ul style="list-style-type: none"> <li>• Build resilience and a supportive environment from 73% to 80% or greater</li> <li>• School support for staff physical safety from 58% to 68% or greater</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff safety and wellbeing consultation and participation from 67% to 75% or greater</li> <li>• Staff psychological safety from 58% to 68% or greater.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Health and wellbeing</p>	Build a wellbeing framework to support students and staff.