

School Strategic Plan for Barwon Valley School Barwon South Western region 2013-2016

Endorsement by School Principal	Signed..... (Principal's signature) Name: Anne Hume Date:18/12/2012
Endorsement by School Council	Signed..... (School Council President's signature) Name: Jennifer Forssman Date:18/12/2012
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....

School Profile

Purpose	<p>BVS's Vision is that our students will graduate as happy, confident individuals who do their best to communicate and interact positively with others, be as independent as possible and make their own choices, be actively involved in and contribute to their community, and continue to learn and experience success in their future pathways.</p> <p>BVS's Mission is to be a community of learners with high expectations for all. We engage our students with special needs through individualised, purposeful approach to teaching and learning with a focus on key priorities within an orderly learning environment. We are a team, who with respect and dignity, support each other to do and be our best while having fun.</p>
Values	Barwon Valley School Values: Teamwork, Respect, Fun, Dignity and Support
Environmental Context	<p>Barwon Valley School is a Special Developmental School for students with an IQ of below 50 situated in Belmont Geelong. Our students come from across the Greater Geelong Region, including Geelong city and suburbs, the Bellarine Peninsula, and up to Bannockburn, Little River and Winchelsea. Our students have additional abilities and disabilities including autism spectrum, and physical, visual, hearing and sensory impairments. Our school is a purpose built facility, with a range of learning areas including: classrooms, specialist rooms, Allied Health offices and delivery rooms, a hall (which provides a whole school assembly area as well as an indoor sports facility) and a newly built Aquatic Learning Centre. The school grounds have a wide range of designated play and leisure areas. We have 2 base rooms situated at other schools – a primary group at Oberon South PS, and 2 secondary groups at Grovedale College. Our school programs make use of the local community such as neighbourhood shops, parks and ovals.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To further develop a structured approach to teaching and learning while continuing to build teacher and leadership expertise supported by the use of data.	Measuring Academic Performance of Students (MAPS) ratings in the areas of English, Mathematics, Personal and Interpersonal Learning will exceed the 2012 levels. Responses in team based practice (curriculum processes) in the Staff Opinion Survey will exceed the 2012 levels.	Use an Informed and structured approach to identifying, teaching and measuring achievement of targeted key learning for students at each years of schooling level. Develop a culture of sharing and responsibility for supporting each student's achievement of their targeted learning outcomes.
Student Engagement and Wellbeing	To further develop the orderly learning environment to support effective teaching and learning, with staff working together and using data to drive improvement.	Responses in Student Behaviour (Student Behaviour – Time classroom and school) and Team Based Practice (Student Management) in the Staff Opinion Survey will exceed the 2012 levels. Responses in Student Behaviour (Student Safety and Classroom Behaviour) in the Parent Opinion Survey will exceed the 2012 levels.	Implement policy and procedures that support students' health and safety and promote their active involvement in learning. Develop a culture of sharing and responsibility for supporting each student's engagement and wellbeing.
Student Pathways and Transitions	To further develop and support students by focusing on what matter most at key points across their schooling, using data to drive improvement.	Responses in transitions in the parent opinion survey will exceed 2012 levels.	Develop guidelines and processes for all students to successfully move through key stages of their schooling to better support their post school options. Develop a culture of sharing and responsibility for supporting each student's pathways and transitions.

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p><u>Student Learning</u> Use an Informed and structured approach to identifying, teaching and measuring achievement of targeted key learning for students at each YOS level.</p> <p>Develop a culture of sharing and responsibility for supporting each student's achievement of their targeted learning outcomes.</p>	Year 1	<ul style="list-style-type: none"> ✦✦ Undertake Leadership Professional Learning – School leaders work on supporting their teams for improved whole school implementation of our Vision and Mission. • Undertake Professional Learning regarding professional behaviour – common understandings (RTK Resolutions). • Implement recommendation from South Pacific Education Curriculum (SPEC) trial across identified classes (Later Years) in the Senior Learning Community. • Implement Abilities Based Learning Education Support (ABLES) with Middle Years cohort of students in the Senior Learning Community. • Trial and implement generic goals for PREP students. • Implement strategies for improved teacher practice involving coaching and personalised goals in PDPs. • Implement new practices to assist teachers to develop teaching steps to support student learning. • Implement Yearly Assessment Schedule. 	<ul style="list-style-type: none"> • All leaders will have used strategies to support their teams and documented these processes and outcomes. • SPEC modules will have had external moderation. • ABLES assessment will have been undertaken for all students in the Junior Learning Community and Senior Learning Community (Middle Years). • All PREPS will have demonstrated improved readiness for learning as individuals and within a group. • All teachers will have PDP goals individualised to target identified improvement in their teaching practice and will have been supported to achieve these through coaching. • All teachers will have developed teaching steps in Accelerus and will have implemented these to facilitate student's IEP learning. • Teachers will have used the yearly assessment schedule to support student progress.

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	<ul style="list-style-type: none"> • Develop processes for collective accountable of IEP data sets to support student individual and group learning. • Trial use of excel program to track student progress using identified assessment tools. • Implement revised BVS Report format. • Review the use of digital learning devises across the school and develop recommended strategy for 'Individual Devices Educating All Students' (iDEAS). 	<ul style="list-style-type: none"> • Teachers will have used their CLT to collectively support improved student learning outcomes. • Recommendations from trial of excel program to track student progress will be ready to implement in 2014 • All students will have a report in the revised format. <p>•• An 'iDEAS' strategy will have been developed.</p>
Year 2	<ul style="list-style-type: none"> •• Undertake Leadership Professional Learning. •• Use Towards Level 1 (TL1) to set long term goals in Junior and Senior (Middle Years) Learning Community. • Embed recommendations from trial of generic goals for PREP students. • Further implement strategies for improved teacher practice involving coaching and personalised goals in PDP. • Further improve teacher development of intellectually challenging tasks to support student learning. 	<ul style="list-style-type: none"> •• All leaders will have demonstrated skills acquired through Leadership Professional Learning. • All students in the Junior Learning Community and Senior Learning Community (Middle Years) will have long term goals from TLI informed by ABLES assessments. • All PREP students will have demonstrated improved readiness for learning as individuals and within a group. • All teachers will have PDP goals individualised to target identified improvement in teaching practices and will have been supported through coaching to achieve these. • Teachers will have developed intellectually challenging tasks that support key areas of student learning.

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	<ul style="list-style-type: none"> Develop processes for collective accountability of IEP data sets to support student individual and group learning. Extend use of excel program to track student progress using identified assessment tools. Begin implementation 'Individual Devices Educating All Students' – 'iDEAS'. 	<ul style="list-style-type: none"> Teachers will have used their CLT to collectively support improved student learning outcomes. A cohort of teachers will be using the excel program to track student progress. Identified aspects of 'iDEAS' strategy will have been implemented.
Year 3	<ul style="list-style-type: none"> ➤ Undertake Leadership Professional Learning. Embed use of TL1 to set long term goals in Junior. and Senior (Middle Years) Learning Community. ➤ Use ABLES as an assessment resource. Further implement strategies for improved teacher practice involving coaching and personalised goals in PDP. Further improve use of feedback by teachers to students to support their learning. Develop processes for collective accountability of IEP data sets to support student individual and group learning. Extend use of excel program to track student progress using identified assessment tools. Continue implementation 'Individual Devices Educating All Students' – 'ideas'. 	<ul style="list-style-type: none"> ➤ All leaders will have demonstrated skills acquired through Leadership Professional Learning. All students in the Junior Learning Community and Senior Learning Community (Middle Years) will have long term goals from TLI informed by ABLES assessments. All teachers will have PDP goals individualised to target identified improvement in teaching practices and will have been supported through coaching to achieve these. Teachers will have used various sources of feedback to support student learning. Teachers will have used their CLT to collectively support improved student learning outcomes. A cohort of teachers will have used the excel program to track student progress. 'Ideas' strategy will have been implemented.
Year 4	<ul style="list-style-type: none"> Undertake Leadership Professional Learning. ➤ Review use of ABLES and TL1 for showing long term student improvement. Further implement strategies for improved teacher practice involving coaching and personalised 	<ul style="list-style-type: none"> ➤ All leaders will have demonstrated skills acquired through Leadership Professional Learning. All students in the Junior Learning Community and Senior Learning Community (Middle Years) will have long term goals from TLI informed by ABLES assessments. All teachers will have PDP goals individualised to

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		<p>goals in PDP.</p> <ul style="list-style-type: none"> Review teaching practices implemented to improve students learning. Review use of assessment and data practices. Develop processes for collective accountability of IEP data sets to support student individual and group learning. Extend use of excel program to track student progress using identified assessment tools. Review 'iDEAS' strategy. 	<p>target identified improvement in teaching practices and will have been supported through coaching to achieve these.</p> <ul style="list-style-type: none"> All teachers will have used teaching steps to inform next point of teaching, developing intellectually challenging tasks and using sources of feedback to support student learning. Teachers will have used their CLT to collectively support improved student learning outcomes. Teachers will have used an excel program to track student progress. The 'iDEAS' strategy will have been reviewed.
<p><u>Engagement and Wellbeing</u></p> <p>Implement policy and procedures that support students' health and safety and promote their active involvement in learning. Develop a culture of sharing and responsibility for supporting each student's engagement and wellbeing.</p>	Year 1	<p>Review Student Engagement Policy:</p> <ul style="list-style-type: none"> • <u>+</u> eSmart • Implement Recipe for Success with identified cohorts of students who require Safety Plans. • <u>+</u> Implement SoSafe! In Junior Learning Community. • Undertake On line training for all staff in Preventing and responding to extreme behaviour. • Embed Vision and Mission across school community incorporating values. • Restructure Wellbeing Team (WT) – Roles and Responsibilities and service delivery. • Trial and review Integrated Services Model (ISM) with identified classroom. 	<ul style="list-style-type: none"> • The school will have become an accredited eSmart school • New students with Safety Plans will have a Recipe for Success profile. • SoSafe! will have been evidenced in the Integrated Units within the Junior Learning Community. • All staff will have completed online modules in Preventing and responding to extreme behaviour. • School teams will have demonstrated knowledge of the vision and mission and provide evidence of it in action. • The WT will have updated and published roles and responsibilities. • An evaluation of ISM will have been undertaken and recommendations will have been developed.

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	<ul style="list-style-type: none"> Develop Aquatic Learning Centre (ALC) program and implement it with identified cohorts of students identified by physiotherapists. Review program. 	<ul style="list-style-type: none"> An evaluation of the ALC program will have been undertaken and recommendations will have been developed.
Year 2	<ul style="list-style-type: none"> Review Student Engagement Policy: <ul style="list-style-type: none"> Implement SoSafe! across all Learning Communities. Implement Recipe For Success with extended cohorts of students (PREP - 2014) and other identified students. Undertake training for staff in managing students with severe behaviour (for example online modules if available and/or DEECD identified training). Review WT restructure. Review ISM. Extend use of ALC with cohorts of students identified across the school. Review program. Review use of Student Mapping Tool (SMT). 	<ul style="list-style-type: none"> SoSafe! will have been evidenced in integrated units and SPEC modules throughout the school. New students requiring Safety Plans and 2014 PREP students will have a Recipe For Success profile. All staff will have undertaken training in managing student behaviour. Recommendations from review of WT restructure will have been implemented. Recommendations from review of ISM will have been implemented. Recommendations from review of ALC programs will have been implemented. Recommendations from review of SMT will have been implemented.
Year 3	<ul style="list-style-type: none"> Review Student Engagement Policy: <ul style="list-style-type: none"> Embed Recipe For Success with PREP (2015) and identified cohorts of students. Undertake training for staff in managing students with severe behaviour (for example online modules if available and/or DEECD identified training). Review ISM. Review implementation of ALC programs across school. 	<ul style="list-style-type: none"> New students with Safety Plans and 2015 PREP students will have a Recipe For Success profile. All staff will have undertaken training in managing student behaviour. Recommendations from review of ISM will be implemented. Recommendations from review of ALC programs will have been implemented.
Year 4	<ul style="list-style-type: none"> Review Student Engagement Policy: <ul style="list-style-type: none"> Embed Recipe For Success with PREP (2016) and identified cohorts of students. Undertake training for staff in managing students with severe behaviour (for example online 	<ul style="list-style-type: none"> Students with Safety Plans and 2016 PREP students will have a Recipe For Success profile. All staff will have undertaken training in managing student behaviour.

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		<p>modules if available and/or DEECD identified training).</p> <ul style="list-style-type: none"> • Review ISM. <p>☐</p> <ul style="list-style-type: none"> ☛ Review implementation of ALC programs across school. 	<ul style="list-style-type: none"> • Recommendations from review of ISM will have been implemented. • Recommendations from review of ALC programs will have been implemented. <p>☐</p>
<p><u>Pathways and Transitions</u></p> <p>Develop guidelines and processes for all students to successfully move through key stages of their schooling to better support their post school options.</p> <p>Develop a culture of sharing and responsibility for supporting each student's pathways and transitions.</p>	Year 1	<ul style="list-style-type: none"> • Introduce Junior and Senior Learning Communities. • Develop Future Action Plans (MIPS) for students aged 15+. • Hold major SSG meeting for students turning 15. ☛ Develop brochure for families and students about our Senior Learning Community aged 15+ program (Later Years). 	<ul style="list-style-type: none"> ☛ Organisational meeting structure and documentation will have been rebadged to reflect the focus of the Junior and Senior Learning Communities. • All students aged 15+ will have a Future Action Plan. • All students turning 15 in 2013 will have had a major SSG. • A brochure will have been developed for sharing with staff, families and other community members outlining our Senior Learning Community 15+ program.
	Year 2	<ul style="list-style-type: none"> • Develop major SSG guidelines for Junior Learning Community. ☛ Develop brochures for families and students about our Junior Learning Community. <p>☐</p>	<ul style="list-style-type: none"> ☛ Guidelines for major SSGs for Junior Learning Community will have been developed for implementation in 2014 for students commencing their second year of schooling. • A brochure will have been developed for sharing with staff, families and community members outlining our Junior Learning Community program.
	Year 3	<ul style="list-style-type: none"> • Hold major SSGs for students entering Junior Learning Community. • Develop major SSG guidelines for Senior Learning Community (Middle Years). 	<ul style="list-style-type: none"> • All students beginning their second year of school will have had a major SSG. • Guidelines for major SSGs for Senior Learning Community (Middle Years) will have developed for implementation in 2015 for students commencing their second year of schooling.

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		<ul style="list-style-type: none"> ✚ Develop brochures for students about our Senior learning Community (Middle Years). 	<ul style="list-style-type: none"> ✚ A brochure will have been developed for sharing with staff, families and community members outlining our Senior Learning Community (Middle Years) program.
Year 4		<ul style="list-style-type: none"> • Hold major SSGs for students entering Senior Learning Community (Middle Years). ✚ Develop brochures for key programs across the school. 	<ul style="list-style-type: none"> • All students entering the Senior Learning Community (Middle Years) will have had a major SSG. ✚ Brochures for Identified key programs will have been developed.

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