

School Strategic Plan 2019-2023

Monash Special Developmental School (5151)



Submitted for review by Lois Mitchell (School Principal) on 02 March, 2020 at 12:12 PM

Endorsed by Anthony Jacobs (Senior Education Improvement Leader) on 17 March, 2020 at 11:07 AM

Endorsed by Teresa Leonard (School Council President) on 19 March, 2020 at 03:31 PM

School Strategic Plan - 2019-2023

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School vision	At Monash SDS, all students are empowered to learn and achieve, to experience high quality teaching practice in a positive learning environment, to equip them with the knowledge and skills to be as independent as possible every day and everywhere.
School values	Monash SDS recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being. We share a commitment to, and a responsibility for, ensuring an inclusive and safe learning environment for our students. Our School Values are as follows: Do Your Best Help Others Succeed Respect Your Environment
Context challenges	<p>Monash Special Developmental School is a state government school within the north Eastern Victorian Region located in the City of Monash, which strives to be a centre of excellence in special education.</p> <p>Monash Special Developmental School caters for the needs of students aged 2.8 years to 18 years with moderate to profound and/or intellectual disabilities including autism spectrum disorder and multiple disabilities. The school is organised into four aged based areas with 154 students presently enrolled.</p> <p>The school community comprises of families from across the socio economic spectrum with a diverse range of ethnicities. Monash SDS recognises the important contribution parents make and their involvement is highly valued. A strong partnership between the school and its community supports the best outcome achievements for the students.</p> <p>The school offers excellent purpose built facilities including indoor and outdoor learning areas, sensory areas, specialist areas, a multipurpose gym, a hydrotherapy complex, a bike path and well maintained gardens. School programs may be supported by therapists including speech pathologists, occupational therapists, physiotherapists and social worker.</p> <p>The multidisciplinary team of 72 staff including 2 principal class, 3 leading teachers, 2 learning specialist, 24 teachers, 44 support staff [therapists, teacher assistants] implement, evaluate and support the students' individual educational and therapy programs which are developed in conjunction with the parents/carers. In addition, the classroom based teaching staff and specialist teachers</p>

	<p>support the students' skill acquisition through music, bike education, physical education, art and swimming. Additional ES are employed in the areas of technology, nursing, administration and maintenance.</p> <p>KEY CHALLENGES</p> <ul style="list-style-type: none"> The attendance of our students is impacted by their participation in external therapy provision (NDIS) and therefore many of our students have compromised attendance data. When arriving late or leaving early, our students are missing valuable learning opportunities. Due to the large geographic area that the school caters for, some families also choose to drop off late or pick up their child early from Monash SDS so they are able to accommodate other siblings in mainstream schools. Communication strategies - The review highlighted that a consistent use of strategies with all minimally verbal students throughout the day, was not yet evident in all classrooms. Moving forward, therapists are assessing all students with the aim of our students having an effective communication system embedded. Collection of whole school data to inform practice. Monash SDS is collecting extensive data and evidence. Our challenge for the next strategic plan is to ensure the data collected is used to inform practice and school wide decision-making. School / parent communication - To continue to strengthen a collaborative partnership with parents / carers with a view to empower parents, increase their knowledge and understanding of school programs and to be actively involved in their child's learning. <p>SFO index - 0.4624 SFOE index - 0.3610</p>
<p>Intent, rationale and focus</p>	<p>Goal 1 Improve student-learning outcomes in speaking and listening</p> <ul style="list-style-type: none"> The review identified from an analysis of school learning data that learning outcomes in speaking and listening could be strengthened. It was identified that curriculum planning, assessment and building practice excellence are areas for continued focus. A focus on evaluating the impact on learning and the use of high impact teaching strategies was also identified. <p>Goal 2 Empower all students as learners</p> <ul style="list-style-type: none"> The review identified that some students did not access a communication system. E.g. ACC (augmentative and alternative

communication)

- A focus on the use of high impact teaching strategies was also identified e.g. structured teaching framework to increase independence.

Goal 3

Strengthen the emotional and social wellbeing of every student

- Monash SDS has many students with ongoing complex wellbeing needs and therefore strengthening each student's emotional and social wellbeing is of a high priority.
- The review highlighted the need to continue to build on our current practices on creating a positive climate for learning and continuing to promote community engagement.

Our priorities for the next SSP (2020- 23) will be recorded in each of our Annual Implementation Plans (AIPs) and our priorities will be linked to the Goals as shown above.

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Goal 1	Improve student learning outcomes in speaking and listening
Target 1.1	By 2023, improve the whole school speaking and listening score for: <ul style="list-style-type: none"> ○ Expressive language from 9.74% (2019) to 15.0% or greater ○ Receptive language from 14.7% (2019) to 20.0% or greater.
Target 1.2	By 2023, improve the Primary student cohort (41 students) speaking and listening score for: <ul style="list-style-type: none"> ○ Expressive language from 11.6% (2019) to 16.6% or greater ○ Receptive language from 13.3% (2019) to 18.3% or greater.
Target 1.3	By 2023, improve the positive response rate for the School Staff Survey school climate factors of: <ul style="list-style-type: none"> ○ Academic emphasis from 53.4% (2019) to 65.0% or greater ○ Collective efficacy from 73.1% (2019) to 80.0% or greater.
Key Improvement Strategy 1.a Building practice excellence	Build the work of teams to ensure collaborative and consistent practice
Key Improvement Strategy 1.b Building practice excellence	Develop teacher knowledge, skills and understandings of teaching and learning practices in Victorian Curriculum speaking and listening

Goal 2	Empower all students as learners
Target 2.1	By 2023, the percentage of school aged students using a daily schedule independently will increase from 20.54% (2019) to 50.0% or greater according to the structured teaching "individualising the schedule data sheets".
Target 2.2	By 2023, the percentage of school aged students achieving independent use of an individual work system will increase from 24.11% (2019) to 50.0% or greater according to the structured teaching "work systems data sheets."
Target 2.3	By 2023, the percentage of minimally verbal students accessing an augmentative or alternative communication system will increase from 44.0% (2019) to 80.0% or greater. Data will be collected via the "Road Map of communicative competence assessment"
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed a structured teaching framework to ensure personalised learning for every student
Key Improvement Strategy 2.b Building practice excellence	Build teacher knowledge and skills to ensure every student has access to a communication system
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Promote high expectations for student functional independence
Goal 3	Strengthen the emotional and social wellbeing of every student
Target 3.1	By 2023, reduce the average number of unapproved absence days from 15.5 per student (2018) to 10.0 per student or less.

Target 3.2	By 2023, reduce the total number of reported minor behaviour incidents (as measured in term 3 each year) from 47 (2019) to 39 or less.
Target 3.3	By 2023, improve the percentage of positive responses for the Parent Opinion Survey factors of: <ul style="list-style-type: none"> ○ School connectedness from 89.0% (2019) to 90.0% or greater ○ Positive transitions from 75.0% (2019) to 80.0% or greater.
Key Improvement Strategy 3.a Building practice excellence	Embed whole school consistent practice in positive behaviour support through professional learning and monitoring and support for students
Key Improvement Strategy 3.b Parents and carers as partners	Build on strategies to engage parents and carers as partners