

School Strategic Plan

Burwood East SDS

5225

2015-2018

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name:</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name:</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name:</p> <p>Date.....</p>

School Profile

Purpose and Vision	<p>Burwood East Special Developmental School (BESDS) is committed to fostering independence and enabling students to engage in a fulfilling and productive life by providing a supportive, caring and collaborative teaching and learning environment.</p> <p><i>Vision: To build on our existing expertise to become a leading educational provider and to be recognised by the wider community as a school of choice for special needs education</i></p>
Values	<p>BESDS community values:</p> <ul style="list-style-type: none">• mutual respect across all areas of the school community• treating others with compassion and empathy• responsibility and accountability for one's own actions• empowerment to speak and act with confidence• acknowledgement that we are all lifelong learners• striving to do our best
Environmental Context	<p>At Burwood East Special Developmental School we consider the health, safety and wellbeing of all children and young people to be our highest priority. We strive to ensure the safety and wellbeing of children and young people at our school at all times. We are dedicated to protecting the children and young people in our school and have undertaken training and developing our policies in line with this. We have zero tolerance for child abuse. Everyone working at BESDS is responsible for the care and protection of children and reporting information about child abuse.</p> <p>Burwood East Special Developmental School provides educational programs for students aged 5-18 years diagnosed with a moderate to profound intellectual disability. Many students also have dual and multiple diagnoses including Autism Spectrum Disorder, sensory and physical impairments and complex medical conditions. During the last few years enrolments have fluctuated between 56 and 66 school-aged students. An Early Education program is also provided for twelve pre-school aged children with a recognised special need.</p>

Our primary-aged students outnumber our seniors, and there are twice as many boys as girls. We are not eligible for additional funding because of our SFO profile which is just under the figure for entitlement. The response to paying fees varies between 65 and 75% of our families

Staffing and school structure

Staffing in 2015 is 36 with Principal and Assistant Principal, 15 teachers (11.60 FTE) and 19 ES staff (12.46 FTE). Our specialists' staffs include music, art, movement and PE. The therapy team comprises school-employed occupational therapist, speech therapist, music therapist and consultant physiotherapist. The staffing profile is stable with the majority of staff being experienced. Newly employed staff are supported and mentored by existing staff. .

The school is organised into two sections to support planning and collegiality. Primary and Senior sections each have a coordinator who oversees the performance and wellbeing of the staff and students. There is trust and confidence between all members of the school community which creates a dynamic and safe teaching and learning environment.

The School Council is made up of parents, staff and community members. It focuses on the management and direction of the school, and oversees school budgets, major school developments and fund raising. It also provides a forum to share student achievements through regular education reports.

The learning environment

The school is located in a suburban area surrounded by houses at the end of a no-through road. In the last 5 years there have been major rebuilding projects involving buildings and grounds. The teaching spaces are tailored to the teaching and learning needs of the students. Whilst providing safety the environment also encourages students to explore and to develop independence.

The curriculum

BESDS uses the DET VELS 'Working Toward Level 1' guidelines for students with special needs and the ABLES (Abilities Based Learning and Education Support) assessment tool developed at Melbourne University in all planning. The students ILPs (Individual Learning Plans) are developed in consultation with parents and carers at the beginning of the year with mid-year and end of year reporting shared with parents. We are also a pilot school for the continuing development of ABLES and the Australian Curriculum.

	<p>The school is part of a working group of SDSs in our network who are developing a VCE equivalent certificate for SDS students.</p> <p>Community links</p> <p>The school has close community ties with the Kiwanis Club of Waverley and the Australasian Genealogical Studies Association. We also work closely with government and NGOs such as Department of Human and Health Services and Uniting Care Connect, to provide practical and welfare support to families. Our Family Support Coordinator provides welfare support to families, and this complements the school's core business of educational service delivery.</p> <p>Professional links</p> <p>The Principal class are active members of the Principals Association of Special Schools (PASS), Eastern Region Special Principals Group (ERSP) and Assistant principals Group (ERSAP), and Monash Waverley Network. The PASS and ERSP groups in particular are extremely helpful in sharing knowledge and practices that keep us up to date in the field of special education. Section coordinators are members of the Leading Teachers network who meet to share ideas and processes.</p>
<p>Service Standards</p>	<p>To enhance student learning the school seeks close and collaborative relationship with parents and carers. .</p> <p>The theoretical basis for the development of quality interactions between staff, students and parents/carers is based on the School Wide Positive Behaviour Support Program (SWPBS)</p> <p>To achieve outcomes for students the school fosters community-wide relationships</p> <p>The school support students who have a dual enrolment between BESDS and regular schools.</p> <p>Every student has an Individual Learning Plan(ILP) that focuses on the development of life-skills and details the annual goals which work toward that attainment.</p> <p>The school provides a safe and stimulating learning environment in which students can be supported to achieve their potential.</p> <p>Small class sizes ensure that students can receive instruction modified to meet their individual needs and achieve ILP goals.</p> <p>The school maintains regular communication with parents and carers through communication books, newsletters and specific</p>

	<p>notices.</p> <p>Teachers provide timely and targeted feedback to parents on an ongoing basis, including three Parent-Teacher meetings which are scheduled every year. .</p> <p>Concerns and grievances between parent/carers and the school are managed in a timely and open manner</p> <p>Educational programs are complemented by the practical and emotional support provided by a Family Support Coordinator</p>
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	Improve individual learning outcomes	All students demonstrate improvements against rigorous smart goals and benchmark data, in line with individual learning plans by the end of the school strategic plan.	Build on teacher skills of linking assessment, goal formulation and reporting.
Engagement & Wellbeing	<p>Increase the active engagement of each student in their learning.</p> <p>Ensure that members of the school community feel they are in a safe and</p>	<p>Parent Opinion surveys in Student Connectedness remain above the mean of special schools.</p> <p>Internal survey shows a high degree of parent satisfaction with student engagement in learning</p> <p>Internal school surveys show a high degree of parent and staff agreement that the school is a safe environment to learn.</p>	<p>Build on knowledge and skills of School Wide Positive Behaviour Support to drive practices and processes.</p> <p>Review and revise school values statement to reflect the high standard of the school practice</p> <p>Increase parent involvement in student progress through encouraging 3 formal parent teacher meetings per year.</p> <p>Review and revise our practices relating to the</p>

	supportive learning environment.	.	school being a safe and supportive learning environment. .
Productivity	To manage the school in the best way possible for now and into the future.	<p>The human, physical and financial resources are managed to ensure the annual goals of Achievement, Engagement and Wellbeing are met within budgetary restraints.</p> <p>The development of an alternative survey system to gain realistic and useful data.</p>	<p>Review and revise current school promotion practice to determine how effective it is on a financial and practical level.</p> <p>Build the capacity of aspirant leaders for succession planning.</p>

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement Improve individual learning outcomes	Year 1	<ul style="list-style-type: none"> Review ILP 'Skills for Life' and continue to refine goal bank 	<ul style="list-style-type: none"> ILPs will reflect a cohesive approach to goal writing
		<ul style="list-style-type: none"> Review and revise ILP curriculum outline statements 	<ul style="list-style-type: none"> The ILP curriculum outline statements will accurately reflect learning goals.
	Year 2	<ul style="list-style-type: none"> Build on links between ABLES and TWL1 DET curriculum and previous reports to determine goals. 	<ul style="list-style-type: none"> ILP goals show that scaffolded learning is taking place.
			<ul style="list-style-type: none">
	Year 3	<ul style="list-style-type: none"> Improve moderation of language in ILPs. 	<ul style="list-style-type: none"> Student achievement will be reflected accurately in the ILPs.
		<ul style="list-style-type: none"> 	
Year 4	<ul style="list-style-type: none"> Review previous years outcomes 	<ul style="list-style-type: none"> 	
Engagement & Wellbeing Increase the active engagement of each student	Year 1	<ul style="list-style-type: none"> Edit the School Wide Positive Behaviour Support Resource (SWPBSR) 	<ul style="list-style-type: none"> To produce a dynamic document ready to share with staff
		<ul style="list-style-type: none"> Review and revise school values statement 	<ul style="list-style-type: none"> Values drive school community behaviour

<p>in their learning.</p> <p>Ensure that members of the school community feel they are in a safe and supportive learning environment.</p>		<ul style="list-style-type: none"> Review the effectiveness of the Family Support Coordinator role 	<ul style="list-style-type: none"> The internal survey results will indicate future directions.
	Year 2	<ul style="list-style-type: none"> Trial a more formal mid-year parent teacher meeting 	<ul style="list-style-type: none"> Increased parent involvement and knowledge in their child's learning.
		<ul style="list-style-type: none"> Review and publish SWPBS Resource for staff 	<ul style="list-style-type: none"> The SWPBS resource will make the implicit understanding existing in the school into an explicit framework.
		<ul style="list-style-type: none"> Review transition processes related to new enrolments and graduate year. 	<ul style="list-style-type: none"> Internal surveys show what we are doing well and what can be improved.
	Year 3	<ul style="list-style-type: none"> Review response to mid-year parent teacher meetings Trial a more formal end of year parent teacher meeting 	<ul style="list-style-type: none"> Internal surveys show strong links between school and home
		<ul style="list-style-type: none"> Share and celebrate SWPBS Resource with wider school community 	<ul style="list-style-type: none"> SWPBS Resource drives practices and processes
		<ul style="list-style-type: none"> Revise transition processes for new enrolments and graduate year in response to survey results. 	<ul style="list-style-type: none"> Transition processes are seen as effective in the school being a safe and supportive learning environment.
	Year 4	<ul style="list-style-type: none"> Review previous years outcomes 	<ul style="list-style-type: none">
			<ul style="list-style-type: none">
		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Productivity To manage the school in the best way possible for now and into the future.	Year 1	<ul style="list-style-type: none"> Identify aspirant leaders and implement a succession plan. 	<ul style="list-style-type: none"> Provide opportunities with mentoring and development of leadership skills
		<ul style="list-style-type: none"> Manage finances prudently to ensure school future. 	<ul style="list-style-type: none"> Finances are managed to maintain high quality student learning and ongoing improvement.
	Year 2	<ul style="list-style-type: none"> Review and revise school promotion practice. 	<ul style="list-style-type: none"> Improvement in our ability to attract enrolments.
		<ul style="list-style-type: none"> Professional learning budget and actions are used effectively 	<ul style="list-style-type: none"> Teaching and learning practice shows continuous improvement.
	Year 3	<ul style="list-style-type: none"> Implement new promotion practices 	<ul style="list-style-type: none"> To maintain enrolments.
	Year 4	Review previous years outcomes	