

School Strategic Plan for Mornington Special Developmental School SMR region 2012-2015



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Robyn Simmonds</p> <p>Date 13th December 2011</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name Valerie Beckett</p> <p>Date 13th December 2011</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name Dennis Pratt</p> <p>Date.....</p>

School Profile

Purpose	<p>Mornington SDS is committed to providing an engaging, safe and secure learning environment. The school supports and encourages students to build on their strengths and individuality. Opportunities are provided for students to experience success in their learning and ensure positive and mutually supportive partnerships between home, school and the community. The school is committed to a philosophy of continuous improvement.</p>
Values	<p>Respect- Respect for self, others and the environment</p> <p>Integrity- in what we do and relationships with others (Do the right thing)?</p> <p>Responsibility- accept responsibility for one's own actions</p> <p>Persistence – to strive towards reaching our personal best</p>
Environmental Context	<p>Mornington Special Developmental School is a specialist school that caters for students with moderate to severe intellectual disabilities who reside on the Mornington Peninsula. The student population reflects a diversity of socio-economic backgrounds. Students range in age from 2.8 years to 4.8 years in the Early Education Program and 5 years to 18 years in the school program. The school community have a shared belief that all students have the capacity to learn and will experience success. Mornington SDS provides a friendly, safe and structured environment within which students have the opportunity to prepare for their place in society.</p> <p>All students have an individualised educational plan designed in conjunction with parents and carers. The school's programs are designed to cater for the individual needs of a diverse range of disabilities. The school continues to ABLES and VELs. Our curriculum has a strong emphasis on the development of literacy, numeracy, communication, social and independence skills. Our staff are highly skilled and continue to develop their skills in special education through whole school and outside Professional Development. There are strong links with our parent community through regular Student Support Group meetings, daily communication books for all students, involvement in School Council, parent coffee mornings, classroom helpers and social functions.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve students' communication skills	<ul style="list-style-type: none"> 80% of students will have progressed at least 1 level on the SWANS (ABLES) COMMUNICATION report 100% of students will achieve 'Good Progress' for the Communication goals outlined in their Individual Learning Plans The <i>School Morale</i> mean on the Staff Opinion Survey will increase from 59.5 to 75 The <i>Individual Morale</i> mean on the Staff Opinion Survey will increase from 65.5 to 75 	<p>Strengthen program planning and accountability practices to improve student Communication outcomes.</p> <p>Develop a whole school staff professional learning strategy around Communication</p>
Student Engagement and Wellbeing	To improve students' interpersonal skills	<ul style="list-style-type: none"> 80% of students will have progressed at least 1 level on the SWANS (ABLES) INTERPERSONAL report. 100% of students will achieve 'Good Progress' for the interpersonal goals outlined in their Individual learning Plans 	Strengthen the approaches to teaching and learning around the Physical, Personal and Social Learning strand of VELS

		<ul style="list-style-type: none"> • The <i>Student Decision Making</i> mean on the Staff Opinion Survey will increase from 55.4 to 65 • The <i>Classroom Behaviour</i> mean on the Parent Opinion Survey will increase from 4.32 to 5 	
Student Pathways and Transitions	To improve students' life skills to enable them to achieve successful transitions throughout their years of schooling	<ul style="list-style-type: none"> • 100% of students will achieve good progress for the Personal Learning goals outlined in their Individual Learning Plans • The <i>Transition</i> mean on the Parent Opinion Survey will increase from 5.87 to 6 	Enhanced transition processes and programs to ensure the transition process is a positive experience for all involved and supports students in their continued learning.

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <p>Strengthen program planning and accountability practices to improve student outcomes</p> <p>Develop a whole school staff professional learning strategy</p>	Year 1	<ul style="list-style-type: none"> - Investigate effective approaches to developing students' communication skills - Extend opportunities for teacher / speech pathologist consultation regarding communication goals. <ul style="list-style-type: none"> ▪ Review curriculum team leadership- composition roles responsibilities- and establish PLT with focus on teacher assessment practices and the use of e⁵ - Continue active involvement and leadership in DEECD initiatives, including ABLES - Embed PECS across all school programs <ul style="list-style-type: none"> ▪ Incorporate ICT resources to enhance communication program - Establish a parent focus group in each year of the strategic plan to identify and improve reporting and assessment issues - Document a <i>Whole School Assessment & Reporting Plan</i> <ul style="list-style-type: none"> ▪ Further develop student portfolios to track progress effectively ▪ Investigate instructional rounds as an innovative approach to the provision of staff professional learning ▪ Establish regular forums for ES learning 	<ul style="list-style-type: none"> ▪ All students to have a communication goal in ILPs ▪ Professional Learning Teams(PLT) established and meeting regularly with discussion focussed on pedagogical issues. ▪ Regular peer feedback sessions established as part of PLTs ▪ All work programs will detail identified students daily use of PECs in classrooms . ▪ Whole school Assessment and Reporting Plan established for all staff to follow. ▪ ABLES data for all students measured and recorded twice a year ▪ All classroom timetables and work programs will have allocated weekly times for student digital portfolio/Ultranet sessions ▪ All staff to visit two different schools to explore Best Practice in ICT, PECs, Ultranet ▪ All ES staff to attend regular in school specific training forums
	Year 2	<ul style="list-style-type: none"> - Extend opportunities for teacher / speech pathologist consultation regarding communication goals. - Embed PECS across all school programs - Continue active involvement and leadership in DEECD initiatives, including ABLES 	<ul style="list-style-type: none"> ▪ All teachers to meet with Speech Pathologist to develop and review communication goals in February and June ▪ All staff refresh PECs training ▪ ABLES data for all students measured and recorded twice per year

		<ul style="list-style-type: none"> - Establish a parent focus group in each year of the strategic plan to identify and improve reporting and assessment issues <ul style="list-style-type: none"> ▪ Further develop student portfolios to track progress effectively 	<ul style="list-style-type: none"> ▪ Establish Parent focus group to review reporting and assessment issues ▪ All work programs will detail identified students daily use of PECs in classrooms . ▪ Professional Learning Teams(PLT) meeting regularly with discussion focussed on pedagogical issues .
	Year 3	<ul style="list-style-type: none"> - Extend opportunities for teacher / speech pathologist consultation regarding communication goals. - Embed PECS across all school programs - Establish a parent focus group in each year of the strategic plan to identify and improve reporting and assessment issues - Review a <i>Whole School Assessment & Reporting Plan</i> <ul style="list-style-type: none"> ▪ ▪ 	<ul style="list-style-type: none"> ▪ Parent focus group to review reporting and assessment ▪ All work programs will detail identified students daily use of PECs in classrooms . ▪ Professional Learning Teams(PLT) meeting regularly with discussion focussed on pedagogical issues.
	Year 4	<ul style="list-style-type: none"> - Extend opportunities for teacher / speech pathologist consultation regarding communication goals. - Embed PECS across all school programs - Establish a parent focus group in each year of the strategic plan to identify and improve reporting and assessment issues 	<ul style="list-style-type: none"> ▪ All work programs will detail identified students daily use of PECs in classrooms . ▪ Professional Learning Teams(PLT) meeting regularly with discussion focussed on pedagogical issues.
<p>STUDENT ENGAGEMENT AND WELLBEING</p> <p>Strengthen the approaches to teaching and learning around the Physical, Personal and Social Learning strand of VELs</p>	Year 1	<ul style="list-style-type: none"> ▪ Explore the Physical, Personal and Social Learning domain within <i>Towards Level 1 VELs</i> when establishing goals for interpersonal skills ▪ Provide feedback and professional learning for all staff to reinforce consistent approaches to behaviour management 	<ul style="list-style-type: none"> ▪ All staff involved in establishing a student wellbeing survey ▪ All classes will have established visual procedures for social interactions ▪ All identified 'at Risk ' students will have Positive Behaviour Management plans ▪ All staff involved in the implementation of a positive whole school student management . ▪ All students given opportunity to make

		<ul style="list-style-type: none"> ▪ Monitor the effectiveness of Individual Behaviour Management Plans ▪ Continue to reinforce students' choice making strategies for improved behaviour management and independence 	choices.
	Year 2	<ul style="list-style-type: none"> ▪ Evaluate current policies and practices and implement changes to improve teaching and learning within the interpersonal domain ▪ Monitor the effectiveness of Individual Behaviour Management Plans ▪ Continue to reinforce students' choice making strategies for improved behaviour management and independence 	<ul style="list-style-type: none"> ▪ All students surveyed with new wellbeing survey ▪ All classes will have established visual procedures for social interactions ▪ All identified 'at Risk ' students will have Positive Behaviour Management plans reviewed regularly ▪ All staff involved in the implementation of a whole school student management . ▪ All students given opportunity to make choices
	Year 3	<ul style="list-style-type: none"> ▪ Monitor the effectiveness of Individual Behaviour Management Plans ▪ Set up a strategy to keep families well informed about improving students' interpersonal skills ▪ Continue to reinforce students' choice making strategies for improved behaviour management and independence 	<ul style="list-style-type: none"> ▪ All classes will have established visual procedures for social interactions ▪ All identified 'at Risk ' students will have Positive Behaviour Management plans reviewed regularly ▪ All staff involved in the implementation of a whole school student management . ▪ All students given opportunity to make choices
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<p>STUDENT PATHWAYS AND TRANSITIONS</p> <p>Strengthen the approaches to teaching and learning around the Physical, Personal and Social Learning strand of VELs</p>	Year 1	<ul style="list-style-type: none"> Increase the focus on developing students' independence across all school programs Strengthen the protocols for consultation and review with the physiotherapist, occupational therapist and speech pathologist in developing all goals Provide structured support for students with ASD to accept and understand change Review and improve current practices for transition planning throughout the years of schooling Develop and monitor Managed Individual Pathways plans for all 14 year old and indigenous students Develop a resource book outlining post school options on the Peninsula Include OH &S training modules within the 16 plus program 	<ul style="list-style-type: none"> All students will be given opportunities to develop increasing independence All teachers will meet with the therapists twice yearly to formulate and review student goals All classrooms will have a social stories around unexpected change All 14 year olds and Indigenous students will have a Managed Individual Pathway(MIPs) All exiting students will visit at least two post school options All exit students will participate in either work experience or transition placement prior to their exiting the school.
	Year 2	<ul style="list-style-type: none"> Include OH &S training modules within the 16 plus program Increase the focus on developing students' independence across all school programs Develop and monitor Managed Individual Pathways plans for all 14 year old and indigenous students Provide structured support for students with ASD to accept and understand change 	<ul style="list-style-type: none"> All students will be given opportunities to develop increasing independence All teachers will meet with the therapists twice yearly to formulate and review student goals All classrooms will have a social stories around unexpected change All 14 year olds and Indigenous students will have a Managed Individual Pathway(MIPs) All exiting students will visit at least two post school options All exit students will participate in either work experience or transition placement prior to their exiting the school.
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	Year 4	<ul style="list-style-type: none"> ▪ Include OH &S training modules within the 16 plus program ▪ Increase the focus on developing students' independence across all school programs ▪ Develop and monitor Managed Individual Pathways plans for all 14 year old and indigenous students ▪ Provide structured support for students with ASD to accept and understand change 	<ul style="list-style-type: none"> ▪ All students will be given opportunities to develop increasing independence ▪ All teachers will meet with the therapists twice yearly to formulate and review student goals ▪ All classrooms will have a social stories around unexpected change ▪ All 14 year olds and Indigenous students will have a Managed Individual Pathway(MIPs) ▪ All exiting students will visit at least two post school options ▪ All exit students will participate in either work experience or transition placement prior to their exiting the school.