

School Strategic Plan for Glenallen School Eastern Metropolitan Region 2011-2014



Review conducted by Mr David Giddings 2010.

Endorsement by School Principal	Signed..... Name Ms Elizabeth Greene Date.....
Endorsement by School Council	Signed..... Name Ms Matty Callis Date..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	Signed..... Name..... Date.....

School Profile

Purpose	At Glenallen School transdisciplinary teams provide innovative, active, challenging Individual Learning Plans (ILP) for students with physical disabilities and / or health impairments.
Values	<p style="text-align: center;">Teaching and Learning is our focus at Glenallen School</p> <p>We value care and compassion We meet the individual needs of each student including the health, educational and social/emotional needs We seek staff who are student focussed, dedicated, enthusiastic, positive and committed</p> <p>We value support We provide support in educational, practical, physical/equipment and emotional dimensions</p> <p>We value truth We communicate openly We report to parents and the wider community comprehensively and accurately</p> <p>We value flexibility We plan thoroughly and coupled with flexibility, this allows us to manage all resources effectively</p> <p>We value respect We recognise, accept and appreciate diversity and the opinions, cultures and beliefs in our community</p> <p>We value teamwork We recognise teamwork as an essential component of the transdisciplinary model</p>
Environmental Context	<p>Glenallen School is located in an eastern suburban residential area, its buildings surrounded by native bush and gardens. The school has two acres under roof with buildings comprising primary, senior and transition classrooms set around courtyards.</p> <p>Glenallen provides individual learning programs for students aged between 4.8 to 18 years, who have a physical disability and/or significant health impairment requiring paramedical support. The school caters for students with a wide range of intellectual abilities. Current students have complex needs and often multiple disabilities. In 2010 approximately forty eight percent (48%) of students have Cerebral Palsy, nine percent (9%) of students have a diagnosis of Rett Syndrome and three percent (3%) have Muscular Dystrophy. Sixty three percent of students are non verbal. Fifty one percent of students rely on others for mobility and forty nine percent of students experience seizures. Sixty eight percent (68%) of students are funded at level 5 and 6 through the Program for Students with Disabilities.</p> <p>The school community comprises families from across the socio- economic spectrum, with approximately ten percent (10%) of students from a non English speaking background.</p> <p>Students residing within the extensive transport zone can access free bus transport between their home and the school.</p>

Each bus has an experienced driver and an on-board supervisor to ensure student welfare and safety.

Staffing comprises three principal class officers, teachers, most with special education qualifications, supported by therapists, education support staff (program assistants), nurse and technical staff. The majority of staff is female with an average age profile of teachers of fifty-two years. Teachers are predominantly from a primary specialist background and work on a full time basis, whilst many program assistants have part time arrangements. Attendant care workers (disability support) are contracted through SCOPE and are managed through the South East Specialist Services.

Glenallen offers a comprehensive developmental curriculum based on the Victorian Essential Learning Standards (VELS), the Glenallen Skills for Learning Curriculum and our 16+ Transition program incorporating Victorian Certificate of Applied Learning (VCAL). Teams, comprising teachers, physiotherapists, occupational therapists and speech pathologists work together to plan, implement and evaluate individual student focused learning programs. Our aim is to provide for the development of each student intellectually, socially, physically and emotionally. Individual programs are designed to promote student achievement as well as maximising independence in functional activities of daily living. Each student is encouraged to be an active participant in their individual learning program.

The specialist curriculum includes sensory/visual art, performing arts, home crafts, physical education, swimming, and library programs. The therapy department includes a music therapist, occupational therapists, physiotherapists and speech pathologists.

The school has a newly renovated fully equipped computer laboratory with flexible work stations that adapt to meet the learning needs of a wide range of students. Each work station has standard high quality leased equipment. Computers are also available in all classrooms. Students working on a VELS/ VCAL curriculum access notebook computers. Interactive Whiteboards are being progressively installed in all classrooms. Our extensive curriculum network infrastructure (inclusive of wireless) provides access to administrative and curriculum documentation and resources as well as individual student information and records. We aim to integrate the use of information and communication technology to assist **all** students' learning and we continue to seek out innovative ways of further enabling and enhancing the learning of students with physical disabilities and health impairments.

Parents are encouraged to participate in their child's learning program and can contribute to the school through membership of the School Council or the parent organisation – the "Glenallen Club". Parents, carers and volunteers assist in a wide range of programs, with training provided in lifting and meal assistance.

Community involvement encompasses liaison with many secondary schools whose students complete community service and work experience placements and involvement from service agencies such as Lions and Rotary Clubs. All students participating in the VCAL program undertake work experience in the local community facilitated by the Local Learning and Employment Network (LLENS).

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve student learning outcomes as prioritised in their individual learning plans.	<ul style="list-style-type: none"> All students will achieve at satisfactory or above on the 6 point scale rating of student progress. All transition students participating in the VCAL program will successfully complete their assigned VCAL credits. 	<p>Develop a school wide bank of appropriate assessment tools and an assessment schedule to inform teaching and learning.</p> <p>Continuously improve staff capacity to meet the needs of all students.</p> <p>Implement a pre - level one VELS curriculum in line with Department of Education and Early Childhood Development (DEECD) guidelines.</p>
Student Engagement and Wellbeing	To provide a stimulating, engaging and supportive environment for all students.	<ul style="list-style-type: none"> Students' Attitudes to School Survey, devised by the school, will show progressive improvement by 2013. Targeted students will successfully complete their Compass, Bridge, Bronze and Silver (as appropriate) Duke of Edinburgh Awards each year. 	Investigate and implement a range of practices that will enhance student engagement and wellbeing.
Student Pathways and Transitions	To provide students with effective pathways and transition suitable for their needs at key points in their schooling.	<ul style="list-style-type: none"> Improvement in the parent survey (transitions, general satisfaction and parent input elements). Improvement in local surveys of transition effectiveness undertaken by entering and exiting parents. 	Strengthen transition processes for all students throughout the school.

School Strategic Planner 2011- 2014: Indicative Planner

Student Learning

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Develop a school wide bank of appropriate assessment tools to inform teaching and learning	Year 1	<p>In the area of English/Communication/Literacy</p> <ul style="list-style-type: none"> ▪ Identify and review assessment tools currently in use ▪ Investigate and research assessment tools used in similar schools ▪ Identify what we need to assess in regard to Pre Level 1 VELS students, VELS students, and Transition (non VCAL) students. (VCAL has outcomes as determined by VCAA) ▪ Develop a menu of appropriate assessment tools ranging from norm based testing regimes through to consistent proformas for checklists, anecdotal comments, observations etc all used for recording regular progress towards achieving learning outcomes 	<p>In the area of English/Communication/Literacy, 100% of learning outcomes set for students will identify the manner in which achievement will be measured. This will be documented within the student's ILP.</p>
	Year 2	<p>Trial English/Communication/Literacy measurement tools.</p> <p>In the area of Maths:</p> <ul style="list-style-type: none"> ▪ Identify and review assessment tools currently in use ▪ Investigate and research assessment tools used in similar schools ▪ Identify what we need to track in regard to Pre Level 1 VELS students, VELS students, and Transition (non VCAL) 	<p>Students in two VELS, two pre level 1 and one Transition class will assessed using identified measurement tools in the area o English/Communication/Literacy</p> <p>In the area of Maths, 100% of learning outcomes set for students will identify the manner in which achievement will be measured. This will be documented within the student's ILP.</p>

		<p>students. (VCAL has outcomes as determined by VCAA)</p> <ul style="list-style-type: none"> Develop a menu of appropriate assessment tools ranging from norm based testing regimes through to consistent proformas for checklists, anecdotal comments, observations etc all used for recording regular progress towards achieving learning outcomes 	
	Year 3	<p>Trial Maths measurement tools.</p> <p>To develop an assessment schedule for the year that directs when assessment information will be recorded and when and if, ILP's change as a result.</p>	<p>Students in two VELs, two pre level 1 and one Transition class will be assessed using identified measurement tools in the area of Maths</p> <p>All students will be assessed using identified measurement tools in the area of English/Communication/Literacy</p> <p>School year assessment schedule developed for each identified area</p>
	Year 4	<p>Trial and evaluate Assessment Schedule</p>	<p>The Assessment Schedule will be reviewed and modified to reflect the needs of students at Glenallen School.</p> <p>100% of learning outcomes set for students will be validated by appropriate assessment data using consistent assessment tools</p>
Continuously improve staff capacity to meet the needs of all students	Year 1	<p>Establish and trial Professional Learning Teams (PLTs) to encourage staff working with similar groups of students across different school departments to share ideas and develop strategies. Teams to be based on interests and specific programs/ disabilities.</p>	<p>As evidenced through performance review documents, increased staff interaction through participation in professional learning teams</p>

		<p>Reorganise meeting schedules to allow PLTs to form and meet regularly.</p> <p>PLTs to set the agenda for Collaborative teaching visits</p>	<p>Collaborative Teaching Project visits embedded into school culture. PLTs to provide organisational structure.</p>
	Year 2	<p>PLT process will be formalised and teams will meet regularly</p>	<p>Meeting schedule for all PLTs established and minutes of meetings published on network</p>
	Year 3	<p>Each PLT will provide PD for staff</p>	<p>Staff will be well informed</p> <p>Improvement in the Professional Interaction component of the staff survey</p>
	Year 4	<p>Each PLT will develop a resource bank of information for staff available from the network</p>	<p>Easily located resource bank on the network</p>
<p>Implement a pre - level one VELs curriculum in line with Department of Education and Early Childhood Development (DEECD) guidelines</p>	Year 1	<p>Employ a Leading Teacher to introduce Working Towards Level 1 of the VELs curriculum throughout the school.</p> <p>Co-ordinate a Professional Learning Team to examine Pre-level 1 curriculum in use in like schools.</p> <p>Yearly SWANS assessment to be completed for each pre VELs student</p>	<p>Leading teacher appointed</p> <p>Improvement in the <i>curriculum coordination</i> element in the staff opinion survey.</p>
	Year 2	<p>Use the sequential steps at VELs Pre level 1 and report on standards within the domains of English.</p> <p>Review Policy and Program Statements in English</p>	<p>All students at Pre level 1 will have documented standards and indicators in the area of English</p> <p>Published English documents available on the network</p> <p>Professional Learning Team established</p>

			<p>Resource bank of relevant English support materials established</p> <p>Improvement in the <i>curriculum coordination</i> element in the staff opinion survey.</p>
	Year 3	<p>Use the sequential steps at VELS Pre level 1 and report on goals within the domains of Health and PE</p> <p>Review Policy and Program Statements in Health and PE</p>	<p>All students at Pre level 1 will have documented standards and indicators in the area of Health and PE</p> <p>Published Health & PE documents available on the network</p> <p>Resource bank of relevant Health & PE support materials established</p> <p>Improvement in the <i>curriculum coordination</i> element in the staff opinion survey.</p>
	Year 4	<p>Implement the curriculum in all domains</p> <p>Evaluate outcomes</p>	<p>Pre level 1 VELS curriculum adopted for use.</p> <p>All students at Pre level 1 will have documented standards and indicators in all domains.</p> <p>Resource bank of relevant support materials in all domains established</p> <p>Improvement in the <i>curriculum coordination</i> element in the staff opinion survey.</p>
For the Ultranet to be used as a hub for communication, planning and documentation across the school community.	Year 1	<p>In semester one, the 4 Lead users to develop a pilot program to introduce the Ultranet to selected students and their families.</p> <p>In semester two all families will be given the information necessary to enable them to access the Ultranet</p> <p>All teams to develop a learning task in the</p>	<p>Lead users to implement pilot program</p> <p>All families provided with information to enable them to access the Ultranet</p> <p>All students will have one learning task</p>

	<p>area of English/Communication/Literacy</p> <p>Continue to align performance and development process around continued development of specified ICT skills and the use of the Ultranet</p> <p>All staff to participate in PD related to the Ultranet</p> <p>Lead users will develop proformas, naming and filing protocols</p> <p>School home page format will be developed</p>	<p>uploaded in the area of English/Communication/Literacy</p> <p>All staff to document ICT learning and Ultranet use in Performance and Development Plans</p> <p>All staff participate in PD</p> <p>Staff will be familiar with the designated filing and naming protocols</p>
Year 2	<p>Homeroom teams to develop a learning task in the area of English/Communication/Literacy ,Maths and Health and PE</p> <p>School home page will be modified</p> <p>VELS/VCAL students will access the Ultranet</p>	<p>All students will have one learning task uploaded in the areas of English/Communication/Literacy, Maths and Health and PE</p> <p>School home page will have relevant links and information for the school community.</p> <p>VELS /VCAL students will access learning tasks</p>
Year 3	<p>Learning tasks to be established in the Specialist department</p> <p>Student use to be maximised according to their ability</p> <p>A resource bank of shared resources will be established</p> <p>Learner profiles to be routinely updated</p>	<p>All students will have learning tasks in specialist areas</p> <p>Ultranet to be the main method for accessing leaning tasks for VELs / VCAL students</p> <p>All teachers to contribute to resource bank</p> <p>Learner profiles will provide rich data</p>
Year 4	<p>Every student will have learning/assessment tasks for every learning outcome in their Individual Learning Plan</p>	<p>Quality feedback is available for parents</p>

		Scheduled frequent input into all assessment tasks	Staff are expert and routine users of the Ultranet
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Student Engagement and Wellbeing

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Investigate and implement a range of practices that will enhance student engagement and wellbeing.	Year 1	<p>Research best practice in Personal and Social Learning curriculum suitable for a special school.</p> <p>Develop values and behaviours appropriate to each class.</p>	<p>A review of a range of appropriate programs completed</p> <p>Class values and rules established in Term one and displayed in each classroom.</p>
	Year 2	<p>Trial Personal and Social Learning curriculum/s in selected classrooms</p> <p>Ensure each child has a learning outcome related to personal and social learning curriculum</p> <p>Create a pictographic student survey based on aspects of the 'Attitudes to School' survey, to benchmark students' feelings about school, for comparison in later years. Ensure that all student behaviour management proformas are reviewed each term</p>	<p>Resource materials associated with Personal and Social Learning curriculums saved on the network.</p> <p>Learning outcomes documented in ILP (Interpersonal Learning strand)</p> <p>Benchmark data collected</p> <p>Improvement on the 2009 staff survey elements - <i>student decision making, learning environment</i></p> <p>Current student information</p>
	Year 3	<p>Develop an action plan to improve peer connectedness at school</p> <ul style="list-style-type: none"> • All students wear school uniform • School song at all assemblies • Whole school assemblies once per term 	<p>Improvement in data from school based student survey</p>

		<ul style="list-style-type: none"> Peer tutoring program <p>Implement school wide Personal and Social Learning curriculum/s</p>	A school wide Personal and Social and Learning curriculum program to be introduced
	Year 4	Review Personal and Social Learning curriculum	Personal and Social Learning curriculum embedded in curriculum profile

Student Transitions and Pathways

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Strengthen enrolment and transition processes for all students throughout the school:</p> <ul style="list-style-type: none"> Early Intervention into Prep Mainstream into Primary School Primary to Senior School Mainstream into Senior School Senior School to Transition School Mainstream into Transition School Transition School to post school options 	Year 1	<p>Designate a Pathways and Transition coordination role to oversee the necessary actions in the school from prep to exit in all three departments.</p> <p>Review the existing enrolment and transition processes and documentation</p>	<p>Expert Teacher/s assigned to role</p> <p>Updated documentation on the intranet</p>
	Year 2	<p>Staff to be familiar with the protocols and necessary transition activities held as information on the school intranet.</p> <p>Trial new processes and procedures</p> <p>Seek feedback regarding enrolment and transition from parents by making targeted and timed telephone surveys at two levels:</p> <ol style="list-style-type: none"> Parents of exit students regarding the transition program and post - school preparation 12 months after leaving. Parents of new students one month after induction to assess opinions of processes. <p>Use feedback to inform further refinements</p>	<p>Glenallen School staff and parents endorse effectiveness of program as evidenced in School Survey</p> <p>Teachers and parents indicate satisfaction through formal/informal feedback.</p> <p>90% of parents reporting satisfaction with program via a Transition Survey</p>

		Adapt a MIPS proforma from other special school examples to use with students and parents and integrate the process with the SSG for 15+ students. Agenda discussion of MIP's proforma for all 15+ student's final PSG each year.	Completed MIPS proforma for 15 year old students
	Year 3	Further develop the schools existing electronic portfolio approach by developing an action plan to expand information held about the child to an extended portfolio approach at exit level. (Consider the Ultranet as a vehicle for such information.)	Each exit student to have a complete electronic portfolio listing all important details with multi-media or visual enhancement
	Year 4	Implement refined enrolment and transition processes and procedures	93% parents surveyed report satisfaction with program