

# School Strategic Plan 2018-2022

Glenallen School (4968)



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# School Strategic Plan - 2018-2022

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<b>School vision</b>	Glenallen School strives to be a world's best practice specialist school, providing innovation and excellence in teaching and learning for students who have physical disabilities and/or health impairments.
<b>School values</b>	<p>1. Learning We work collaboratively to establish specific, measurable, achievable, realistic &amp; timely (SMART) goals We challenge ourselves We support others We seek and give feedback We celebrate effort We are flexible We actively participate We use a variety of instructional models</p> <p>2. Communication We use different modes of communication in recognition that everyone has a voice We foster communication – “anyone, anywhere, anytime”</p> <p>3. Teamwork We establish transdisciplinary teams We establish effective teams We recognise partnerships are an essential part of the way we work and are the most effective means of planning and implementing curriculum for our students</p> <p>4. Respect We treat people as we wish to be treated We acknowledge that people have different views and opinions We express and receive feedback without making it personal We focus on the task in hand We arrive at meetings on time We listen when others are speaking – authentic li</p>

## Context challenges

### Overview of Glenallen:

Glenallen School, located at 7 Allen Street, Glen Waverley, aspires to be a world's best practice specialist school providing innovation and excellence in teaching and learning for students who have physical disabilities and / or health impairments. The school caters for students with a wide range of intellectual abilities. Many students have complex needs and multiple disabilities.

Transdisciplinary teams include teachers, physiotherapists, occupational therapists, speech pathologists and a music therapist. The teams collaborate closely to plan, implement and evaluate individual student focused learning programs in a holistic manner. The school employs 141 staff (92.25 equivalent full time) encompassing; 3 principal class staff, 37 teachers, 20 therapists, 51 program assistants, 4 administration staff, 2 technical staff, 3 nurses, 1 wellbeing officer and 1 maintenance manager. In addition we have 20 Personal Care Attendants PCAs.

The departments across the school include: Primary School; Secondary School; Transition School; Specialist (the Arts, STEM, Health and PE); Physiotherapy; Occupational Therapy and Speech Pathology. Division 1 nursing staff support the medical needs of students. Individual educational and therapeutic programs are designed to promote student achievement as well as maximizing independence in functional activities. Each student is encouraged to be an active participant in their individual learning program. Students who use Augmentative and Alternative Communication (AAC) are encouraged and supported to use their system of communication across all school programs throughout the day.

Challenges: The self-evaluation tool enabled us to reflect more deeply on our current practice in the areas of excellence in teaching and learning, professional leadership, positive climate for learning and community engagement in learning.

The process highlighted the areas where we are evolving, embedding and excelling. We recognized the importance of using data sets to inform and support our evaluations.

The key findings were that we need to look at continuous improvement in all areas however the evidence and data indicates that we are evolving in curriculum development, embedding in all other areas including one embedding working towards excelling. The following areas are our next challenges and considerations:

1. FISO priority and/or network of schools: The school will investigate/research into becoming a professional learning community in collaboration with other schools.
2. Curriculum planning and assessment: Formalising teacher planning in teams at a department level.
3. Student agency: Students will be given further opportunities to determine learning goals and learning intentions with support and scaffolding.

### Challenges identified by the staff:

Staff interviews and observations led the panel to identify some challenges for consideration in development of the next School Strategic Plan. They included:

- maintaining existing best practices highlighted during the review
- building on momentum in four literacy blocks and extending it to Mathematics

	<ul style="list-style-type: none"> <li>- consistency in the use of an Instructional model</li> <li>- further development of learning intentions and success criteria</li> <li>- finer grain measures of learning progress</li> <li>- assessment</li> <li>- student agency</li> <li>- PLCs and the inquiry cycle</li> </ul>
<b>Intent, rationale and focus</b>	<p>The School's intent is:</p> <ol style="list-style-type: none"> <li>1. To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.</li> <li>2. To create empowered learners who are actively engaged in communication and their learning.</li> <li>3. To enhance the safety, connectedness and wellbeing of all students.</li> </ol> <p>The rationale supporting the intent is:</p> <ol style="list-style-type: none"> <li>1. Glenallen aims to provide for the development of each student intellectually, socially, physically and emotionally, promote student achievement as well as maximising independence in functional activities of daily living. English and Mathematics have been identified as two critical endeavors to achieving these aims. A target for students assessed against the Victorian Curriculum Levels A-10 to sustain their existing learning Level or make learning Level progress a differentiated approach to teaching and learning. Adopting this target also implied certain actions and resource allocations. As the focus was on each student, this would imply that the school would be able to accurately assess each student's starting point, track and monitor their progress, and provide differentiated teaching responses or other interventions if learning trajectories were not on track. Evidence of these capacities already emerging at the school was confirmed during the panel discussions. Another particular focus was on learning intentions and success criteria—using this as a 'glue' for connecting the recommended key improvement strategies.</li> <li>2. This area is a developmental work-in-progress, and further activation of student agency could be achieved through articulating the role of students in the refined instructional model/differentiated approach to teaching and learning, with a continued emphasis on communication and Communication Accessible School (CAS).</li> <li>3. Analysis of student Attitudes to School data highlighted student wellbeing and resilience as a strength and a potential focus for ongoing work in the new SSP, continuing the high profile of the school values.</li> </ol> <p>The following key directions and priorities for the next School Strategic Plan are:</p> <ol style="list-style-type: none"> <li>1. Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics) (Curriculum Planning Assessments - CPA and Evidence based-High Impact Teaching Strategies Eb-HITS) Potential actions for incorporation in the AIP: <ol style="list-style-type: none"> <li>a. Develop and agree on a gradual release of responsibility instructional model based on the existing model.</li> </ol> </li> </ol>

- b. Move on to developing learning area models of practice that fit within the whole school instructional model, starting with existing literacy block strengths, and progressively building mathematics model through the SSP in the three elements of Curriculum planning, Assessment and instruction.
- i. Curriculum Planning - continue development of Learning Intentions and Success Criteria
  - ii. Assessment – build assessment capacity, e.g. through ABLES and other purposeful approaches
  - iii. Instruction – evidence-based HITS, e.g. in Mathematics
- Use the Professional Learning Community inquiry cycle and other professional learning (PL) activities to embed the instructional model (Building Practice Excellence and Building Leadership Teams).
- Consideration be given to including factors from the School Staff Survey in the 2019 AIP and beyond as measures of evidence of impact for effective implementation of the Key Improvement Strategies, for example,
- a. Maintain the percentage of positive endorsement for Academic Emphasis equal to or above 80 per cent
  - b. Maintain the percentage of positive endorsement for Collective Efficacy equal to or above 80 per cent
- Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement student learning (Individual Student Learning - ISL).
- 2.
- Develop a whole-school approach to activating student agency in learning (CPA and Empowering Student Learning and School Pride - ESLSP), including:
- Enhancing agency within the adopted Glenallen Instructional Model
  - Use Amplify to identify observable characteristics or dispositions of student agency
  - Continue to develop techniques enabling students to engage in goal-setting and tracking their learning progress
  - Continue to build Glenallen capacity to be a leading Communication Accessible School (CPA and ESLSP).
3. Continue to build the whole-school approach to student health, wellbeing and inclusion (Positive Climate for Learning - PCL).

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<b>Goal 1</b>	To ensure the achievement of high quality educational outcomes for all students with particular focus on English and Mathematics.
<b>Target 1.1</b>	<p>Ninety-five per cent of students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years during the SSP period in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Number and Algebra</li> </ul> <p><i>To be monitored each two school years during the SSP (for example, from end 2019 to end 2022)</i></p>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop and embed an agreed whole-school instructional model (with initial focus on differentiated point of need models of practice in English and Mathematics).
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Use the Professional Learning Community inquiry cycle and other PL activities to embed the instructional model.
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Continue to build leadership capacity at various levels to guide, support and direct implementation of the instructional model, the improvement of instructional practice, and improvement of student learning.
<b>Goal 2</b>	To create empowered learners who are actively engaged in communication and their learning.
<b>Target 2.1</b>	By 2022, the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent:

	<ul style="list-style-type: none"> <li>• Social engagement domain</li> <li>• Student Voice and agency</li> <li>• Sense of inclusion</li> </ul>
<b>Target 2.2</b>	By 2022, the percentage of parents responding positively to the Parent Opinion Survey student agency and voice measure to be at or above 85 per cent (75 per cent in 2018).
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a whole-school approach to activating student agency in learning.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Continue to build Glenallen capacity to be a leading Communication Accessible School (CAS).
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	The school will develop a communication data wall using the Roadmap of Communication Competence (ROCC). The ROCC was developed as a tool to map progress made by schools in smaller increments to ensure 2 key things: <ul style="list-style-type: none"> <li>• There is a shared understanding of what competent communication looks like – the big picture.</li> <li>• Teams are not overwhelmed by the big picture in setting goals, prioritizing strategie</li> </ul>
<b>Goal 3</b>	To enhance the safety, connectedness and wellbeing of all students.
<b>Target 3.1</b>	By 2022 the percentage of students responding positively to the following measures contained in the student Attitudes to School Survey to be at or above 90 per cent: <ul style="list-style-type: none"> <li>• Sense of connectedness</li> <li>• I feel safe at this school</li> </ul>

<b>Target 3.2</b>	By 2022 the percentage of parents responding positively to the Student Development—Confidence and Resiliency Skills measure contained in the Parent Opinion Survey to be at or above 90 per cent.
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Continue to build the whole-school approach to student health, wellbeing and inclusion.