

School Strategic Plan 2022-2026

Glenallen School (4968)



Submitted for review by Michael Cole (School Principal) on 28 April, 2023 at 10:21 AM

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Endorsed by Danny Williams (School Council President) on 06 November, 2023 at 11:21 AM

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School vision	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.
School values	<p>1. Learning We work collaboratively to establish specific, measurable, achievable, realistic & 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</p>

<p>Context challenges</p>	<p>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 and speech pathologists. The teams collaborate closely to plan, implement and evaluate individual student focused learning programs in a holistic manner. The school employs 179 staff encompassing; principal class, teachers, a tutor, therapists, program assistants, administration staff, technical staff, nurses, a wellbeing officer, a maintenance manager and Personal Care Attendants (PCAs).</p> <p>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.</p> <p>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 dimensions within FISO 2.0 where we are evolving and embedding . 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 assessment and engagement and embedding in all other areas.</p>
<p>Intent, rationale and focus</p>	<p>The School's intent is:</p> <ol style="list-style-type: none"> 1. To optimise students’ learning growth 2. To enhance student voice and agency <p>The rational supporting the intent is:</p> <ol style="list-style-type: none"> 1. An analysis of Victorian Curriculum growth data, individual education plans and progressive assessment testing indicated that progress was being made in literacy and numeracy. The school wished to further optimise learning growth in reading, writing and mathematics. Review fieldwork highlighted that, while consistency was being built in the areas of English and Mathematics and use of data to inform teaching and learning was being strengthened, further consolidation and consistency in approach would support students’ learning growth. The PLCs will provide the forum for the KIS. 2. An analysis of AtoSS data showed that over the period of the SSP, positive responses to the factors Sense of connectedness, Effective teaching time and Stimulated learning had fluctuated, and Managing Bullying had decreased. Class observations and focus groups identified that CAS systems were predominantly used to prompt students, rather than allow students to initiate. Opportunities for students to have input into teaching and learning were limited.

The following key directions and priorities for the next School Strategic Plan are:

1a. Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans

1b. Build staff data literacy and confidence working with student data

1c. Embed opportunities for peer and self-assessment in teaching and learning across the school.

2a. Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes

2b. Establish a schoolwide approach to student voice with a focus on student input into wellbeing

2c. Strengthen instructional leadership in learning and wellbeing

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Goal 1	To optimise students' learning growth
Target 1.1	<p>By 2026, increase the percentage of students assessed against the Victorian Curriculum F-10 from 95% in 2022 to 96% in:</p> <ul style="list-style-type: none">• Reading and Viewing• Writing• Number and Algebra <p>(Excluding students who experience severe chronic illness or who have a degenerative medical condition)</p>
Target 1.2	<p>By 2026, the 50th percentile for students assessed against PAT Reading will improve from 102.6 in 2022 to 111.6</p>
Target 1.3	<p>By 2026, the 50th percentile for students assessed against PAT Mathematics will improve from 99.4 in 2022 to 109.4</p>
Target 1.4	<p>By 2026, the percentage of students assessed against:</p> <ul style="list-style-type: none">• The Glenallen Emergent Literacy Assessment (Levels A-D) will improve from 36% at stages 2+ in 2022 to 40%

	<ul style="list-style-type: none"> • The Little Learners Love Literacy Assessment (Levels D-F) will improve from 27% at stage 4 in 2022 to 35%
Target 1.5	By 2026, the percentage of students assessed against the Developmental Writing Scale (Level B) will improve from 50% at stage 3 in 2022 to 60%
Target 1.6	By 2026, the percentage of students assessed against: <ul style="list-style-type: none"> • The Glenallen Emergent Numeracy Assessment (Levels A-C) will improve from 18% in 2022 to 25% • The Top Ten Mathematics Assessment (Levels D-F) will improve from 38% in 2022 to 48%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent and rigorous approach for implementing literacy and numeracy goals within individual education plans
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence working with student data
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Embed opportunities for peer and self-assessment in teaching and learning across the school.

growth, attainment and wellbeing capabilities	
Goal 2	To enhance student voice and agency
Target 2.1	By 2026, positive responses to the AtoSS factors: <ul style="list-style-type: none"> • Effective teaching time will increase from 77% in 2022 to 86% • Stimulated learning will increase from 79% in 2022 to 86%
Target 2.2	By 2026, positive responses to the AtoSS factors: <ul style="list-style-type: none"> • Sense of connectedness will increase from 84% in 2022 to 88% • Perseverance will increase from 69% in 2022 to 77% • Sense of confidence will increase from 82% in 2022 to 88%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Establish a schoolwide approach to student voice with a focus on student input into wellbeing
Key Improvement Strategy 2.c	Strengthen instructional leadership in learning and wellbeing

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school