

# School Strategic Plan 2018-2022

Yarra Ranges Special Developmental School (5246)

Yarra Ranges  
Special Developmental School



*Celebrating  
Ability*

Submitted for review by Janet Taylor (School Principal) on 19 December, 2018 at 10:18 AM

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# School Strategic Plan - 2018-2022

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<p><b>School vision</b></p>	<p>At Yarra Ranges Special Developmental School a culture of high expectations for both staff and students, underpins our school vision, 'To Promote Independence through Active Learning'.</p>
<p><b>School values</b></p>	<p>Our values guide the decisions and behaviours of all members of our school community:</p> <ul style="list-style-type: none"> <li>- be safe</li> <li>- be responsible</li> <li>- be respectful</li> </ul>
<p><b>Context challenges</b></p>	<p>Yarra Ranges Special Developmental School is a co-educational specialist school of approximately 102 school age students (foundation to 18 years of age) and 24 Early Education children. It has a dedicated, professional team of teachers and support staff. Established in 1975 it has been located in Morrison Reserve, since 1991. Students are drawn from the Yarra Ranges and the outer eastern suburbs of metropolitan Melbourne.</p> <p>The school has a culture of providing a broad and enriched curriculum and individualised educational programs within a multi-disciplinary framework. Yarra Ranges S.D.S. provides educational and therapy based programs for students with significant and complex additional learning needs.</p> <p>All students have a moderate to severe intellectual disability; many have additional impairments including autism. The school's enrolments have remained reasonably stable , the early education program enrolments remains strong.</p> <p>YRSDS uses the evidence-based framework, SWPBS, for preventing and responding to student behaviour. Data is regularly analysed and evidence-based strategies implemented to establish safe classrooms that maximise student engagement and skill development. Individual behaviour and learning support needed to achieve educational and social success for all students is provided.</p> <p>The school community has a shared belief that every child has the same right, as their peers, to access age-equivalent learning opportunities and experiences from all learning areas of the Victorian Curriculum. Classroom learning experiences are planned from The Victorian Curriculum at an age appropriate level. Student's Individual goals are aligned to the relevant Achievement Standard in The Victorian Curriculum at an appropriate developmental stage.</p> <p>As communication is a basic human right, opportunities are embedded throughout the curriculum to allow every student at our school, to learn to say, "What they want to say, when they want to say it, to whoever they want".</p> <p>Throughout the curriculum emphasis is placed on communication, social interactions, and developing the individuals' ability to manage and self-regulate their own behaviour while promoting increased independence and access to the community. In the senior years emphasis is placed on preparing students for their place in the community.</p>

	<p>Key challenges are:</p> <ul style="list-style-type: none"> <li>- Building the instructional leadership skills of team leaders</li> <li>- to improve the way teams work together to build greater consistency of practice school-wide</li> <li>- to build greater consistency of practice, with a particular focus on explicit teaching and learning</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent YRSDS aims to develop a consistent whole school approach to teaching and learning with the student at the centre, supported by a three sided framework of Communication, School wide Positive Behaviour and Functional Independence.</p> <p>Rationale A future focus on evaluating the impact of teaching on learning, the use of high impact teaching strategies and instructional leadership, particularly of team leaders, to improve student learning outcomes. A significant proportion of students exhibit complex emotional health and behavioural responses, therefore a future focus on building student ability to regulate or co-regulate their emotional responses is important to strengthen their emotional and social wellbeing. Allowing opportunities for student voice in learning are critical to improving outcomes.</p> <p>Focus Improve student learning outcomes: Building the capacity of teachers within effective professional learning teams and the development of instructional leadership in school leaders will impact on student learning outcomes. Four key areas will maximise student learning improvement:</p> <ul style="list-style-type: none"> <li>- Strengthening teacher knowledge of the Victorian Curriculum</li> <li>- Improving teacher skills and knowledge through reflective practice</li> <li>- building a culture of collaborative planning</li> <li>- extending the instructional leadership of team leaders</li> </ul> <p>Strengthen the social and emotional wellbeing of every student: By ensuring a safe, positive environment for learning and a wide range of opportunities for families to be involved, student wellbeing will be maximised. One key area will be to develop co-regulation and self-regulation for students.</p> <p>Improve student voice and independence: Embedding opportunities throughout the school day for students to communicate and work as independently as possible. Two key areas to build student voice and independence are:</p> <ul style="list-style-type: none"> <li>- building teacher knowledge and understanding of functional independence</li> <li>- extending the use of augmentative and alternative communication (AAC) across all school programs</li> </ul>

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<b>Goal 1</b>	Improve student learning outcomes.
<b>Target 1.1</b>	By 2022 the percentage of students scoring 4 or above in their speaking and listening goal will increase from 8% to 15%.
<b>Target 1.2</b>	By 2022 the Parent Opinion Survey percentage endorsement will be equal to or greater than for the factors of: <ul style="list-style-type: none"> <li>○ High expectations for success 85%</li> <li>○ Effective teaching 81%</li> <li>○ Stimulating learning 72%.</li> </ul>
<b>Target 1.3</b>	By 2022, improve the School Staff Survey percentage endorsement (by Principal and teachers) for the factors of: <ul style="list-style-type: none"> <li>○ Collective responsibility from 70.3% to 75% or above</li> <li>○ Collective focus on student learning from 79.3% to 85% or above.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Strengthen teacher knowledge of the Victorian Curriculum
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Improve teacher skills and knowledge through reflective practice

<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build a culture of collaborative planning
<b>Key Improvement Strategy 1.d</b> Instructional and shared leadership	Extend the instructional leadership of team leaders.
<b>Goal 2</b>	Strengthen the social and emotional wellbeing of every student.
<b>Target 2.1</b>	By 2022 decrease the number of Semester 1 Tier 2 and 3 reportable behaviours from 112 to 100 or below.
<b>Target 2.2</b>	By 2022 improve the Parent Opinion Survey percentage endorsement for the factors of: <ul style="list-style-type: none"> <li>○ Promoting positive behaviour from 92% to 95% or above</li> <li>○ Managing bullying from 73% to 75% or above</li> <li>○ Special needs from 54% to 60% or above.</li> </ul>
<b>Target 2.3</b>	By 2022 improve the School Staff Survey percentage endorsement (by all staff) for the factors of: <ul style="list-style-type: none"> <li>○ Staff psychological safety from 45.1% to 60% or above</li> <li>○ School support for physical safety from 53.3% to 60% or above</li> <li>○ Build resilience and a resilient supportive environment from 57.5% to 65% or above.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Develop appropriate regulation in student behaviour.
<b>Goal 3</b>	Improve student voice and independence.

<b>Target 3.1</b>	By 2022 the selected cohort of Junior students transiting with an AAC device will increase from 10% to 20%.
<b>Target 3.2</b>	<p>By 2022 improve the Parent Opinion Survey percentage endorsement for the factors of:</p> <ul style="list-style-type: none"> <li>○ Student agency and voice from 69% to 75% or above</li> <li>○ Confidence and resiliency skills from 81% to 85% or above.</li> </ul>
<b>Target 3.3</b>	<p>By 2022 improve the School Staff Survey percentage endorsement (by Principal and teachers) for the factors of:</p> <ul style="list-style-type: none"> <li>○ Use of high impact teaching strategies from 71.4% to 80% or above</li> <li>○ Promote student ownership of learning from 61% to 70% or above.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build teacher knowledge and understanding of functional independence
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Extend the use of augmentative and alternate communication (AAC) across all school programs.