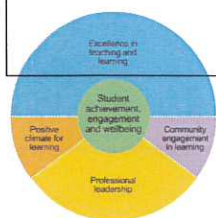


Sunshine SDS Strategic Plan 2016-2019

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Colin Schot Nicole Edwardes 12.12.17[name].....[date]
School council: Danny Smith Danny Smith 12.12.17[name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
Excellence in education for every student, every day, without exception.	<p>Learning: We strive for excellence in the achievement of knowledge and skills</p> <p>Collaboration: We take collective responsibility to reflect on and improve instructional practice for student learning growth</p> <p>Respect: We demonstrate high standards of professional integrity, trust and commitment</p> <p>Courage: We challenge ourselves with a spirit of open mindedness, honesty and optimism</p> <p>Persistence: We hold firm to our purpose positively approaching hardships and challenges</p>	<p>Located in Melbourne's Western suburbs, Sunshine Special Developmental School (SDS) offers a unique and innovative learning environment for students aged from 5-18 years with moderate to severe intellectual disabilities. Sunshine SDS is a P-12 school and is organised around a Primary and Secondary Learning Centre Model. The school is home to a wide range of students from various nationalities and cultural backgrounds.</p> <p>Sunshine SDS has a staff compliment of: 2 Principal Class, 3 Leading Teachers, 34 teachers and 46 Education Support Staff and currently has an enrolment of 157 students.</p> <p>Our teaching and learning programs are tailored to meet the individual needs of students, and include the use of the ABLES (Abilities Based Learning and Education Support). The teaching and learning of the school is driven by data that is used to establish priority learning goals for students and to report on progress. Learning is aligned to the Victorian Curriculum Levels A-10, with an emphasis on English, Communication, Mathematics, Personal Learning and Interpersonal Development. Students participate in specialist programs to provide appropriate enrichment and stimulation. These include visual art, library, performing arts, physical education and dance therapy.</p>	<p>Intent Following our Peer review and through the Strategic Plan, the intention is to ensure that we increase student engagement in high quality teaching and learning through the implementation of Augmentative and Alternative Communication strategies, an instructional model and providing diverse contexts for learning. The implementation of the Victorian Curriculum and whole school curriculum planning and assessment processes will inform the delivery of learning programs to support achievement of individual learning plan goals.</p> <p>Rationale Ensuring the delivery of evidence based instructional strategies implemented consistently within classrooms and across the school will support the school vision and increase student learning growth.</p> <p>Focus Developing leadership and staff capacity to deliver consistent evidenced based instructional practice through the development of an Instructional model and teaching and learning essentials. The implementation of the Victorian Curriculum and alignment of assessment and reporting requirements to DET expectations. The resourcing and professional learning to support the establishment of communication rich environments to develop student voice. The establishment of a 'community hub' and helpers program to support parent engagement. Build and sustain partnerships with community organisations.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>Achievement To improve individual student learning growth in a culture of high expectations</p>	<p>Excellence in teaching and learning Building practice excellence</p>	<p>Develop and embed a consistent Instructional model and Teaching and Learning Essentials</p> <p>Build teacher capacity to plan, deliver and assess individualised learning programs</p> <p>Develop student and staff skill in integrating eLearning into all areas of curriculum, instruction and assessment</p> <p>Develop a communication-rich environment and create opportunities for student voice</p>	<ul style="list-style-type: none"> 98% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; English, Mathematics ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; English, Mathematics Maintain School Climate Module School Staff Survey data above 80% endorsement in the areas of; Guaranteed and Viable Curriculum, Collective focus on Student Learning Improve School Climate Module School Staff Survey data from 75% endorsement in 2015 to 80% endorsement in 2018 in the area of; Academic emphasis Improve Stimulating Learning results within the Parent Opinion Survey from 77% endorsement in 2015 to 85% endorsement in 2018



<p>Engagement To improve student and parent engagement in learning</p>	<p>Community engagement in learning Parents and carers as partners</p>	<p>Continue to develop the transition process across the school</p> <p>Develop community connectedness and engagement</p>	<ul style="list-style-type: none"> • Improve Student Attendance data by reducing average absence days from 29.87 days per student in 2015 to 28 days per student in 2018 • 98% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; Personal and Social Capability • ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; Personal and Social Capability • Improve School Climate module within School Staff Survey data from 70% endorsement in 2015 to above 75% endorsement in 2018, in the area of; Trust in students and parents • Improve Positive Climate for Learning module within the Parent Opinion Survey from 58% endorsement in 2015 to 70% endorsement in 2018 in the area of School Connectedness and from 66% endorsement in 2015 to 80% endorsement in 2018 in the area of School Support
<p>Wellbeing To create and maintain a collaborative, safe, stimulating and positive learning environment</p>	<p>Positive Climate for Learning Setting expectations and promoting inclusion</p>	<p>Continue to develop Positive Learning Support (PLS) to inform teacher and student practice both inside and outside the classroom</p> <p>Develop rich and varied learning environments across the school, broader contexts and environments for learning</p>	<ul style="list-style-type: none"> • Maintain School Staff Safety and Wellbeing module data within the School Staff Survey above 70% endorsement in the areas of Staff Psychological Safety and Staff Professional Safety • Improve Positive Climate for Learning module within the Parent Opinion Survey from; 66% endorsement in 2015 to 75% endorsement in 2018 in the area of Promote Positive Behaviour • Improve PLS data as evidenced in; Tiered Fidelity data from 50% in 2015 to 90% in 2018 • Effective Behaviour Support survey data from 80% in 2015 to 90% in 2018

