

School Strategic Plan 2019-2023

Sunshine Special Developmental School (5267)



Sunshine

SPECIAL DEVELOPMENTAL
SCHOOL

Submitted for review by Nicole Edwardes (School Principal) on 16 December, 2019 at 04:44 PM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 18 February, 2020 at 02:25 PM

Endorsed by Daniel Smith (School Council President) on 10 August, 2020 at 05:23 PM

School Strategic Plan - 2019-2023

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School vision	Excellence in education for every student, every day, without exception.
School values	Learning: We strive for excellence in the achievement of knowledge and skills Collaboration: we take collective responsibility to reflect on and improve instructional practice for student learning growth Respect: We demonstrate high standards of professional Integrity, trust and commitment Courage: We challenge ourselves with a spirit of open mindedness, honesty and optimism Persistence: We hold firm to our purpose positively approaching hardships and challenges
Context challenges	<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 diverse nationalities and cultural backgrounds.</p> <p>Sunshine SDS promotes and upholds our vision of 'Excellence in education for every student, every day without exception' and values LEARNING COLLABORATION RESPECT COURAGE PERSISTENCE</p> <p>Our teaching and learning programs are tailored to meet the individual needs of students, and the teaching and learning of the school is aligned to the Victorian Curriculum framework, with an emphasis on Literacy, Numeracy, Communication, Personal and Social Capability. The school delivers curriculum through a variety of engaging, hands on contexts for learning. Some of these programs include play-based learning, an 'Electives' program and Intensive Interaction. Students participate in specialist programs to provide appropriate enrichment and stimulation, these include Visual Art, Library, Performing Arts, Physical Education and Health.</p> <p>The school's team of Allied Health Professionals form a vital part of the support for all students and staff. The team includes Speech Pathologists, Occupational Therapists, a Physiotherapist, Allied Health Assistants and a Psychologist. The school also has a Vietnamese Cultural Worker, a Chaplain and Nurse to provide additional support for both students and families.</p>

	<p>Some areas of continued focus arising from the school review include:</p> <ul style="list-style-type: none"> - The implementation of consistent instructional practice in Literacy - Developing an agreed whole school instructional practice in Numeracy - A focus on student voice and agency - Strengthening the range of formative and summative assessment and data to better measure the learning attainment of students and growth over time - Building knowledge of the Victorian Curriculum and developing a Guaranteed and Viable Curriculum (GVC) - Identifying appropriate re engagement program and pathways for students - Stability of the leadership team
<p>Intent, rationale and focus</p>	<p>Sunshine Special Developmental School aims to achieve a learning environment where consistency of instructional practice by all teaching staff ensures highly effective, evidence based Literacy and Numeracy instruction, maximising student voice and agency in learning and increasing opportunities and outcomes for all students.</p> <p>A curriculum audit has identified that whole school curriculum documentation for Speaking and Listening and Writing is an area for continued focus as is the implementation of the whole school Balanced Literacy framework to ensure consistency in practice throughout the school. A Guaranteed and Viable Curriculum will support teachers to address the needs of their students, to build practice excellence through a targeted approach and to ensure consistency in curriculum delivery by reducing variability.</p> <p>A curriculum audit has identified that a whole school approach to Numeracy is an area for future focus. Developing knowledge, skills and capacity in Numeracy instruction supported by a whole school Numeracy curriculum and assessment documentation will support teachers to address the needs of their students, to build practice excellence through a targeted approach and to ensure consistency in curriculum delivery by reducing variability.</p> <p>Whilst there is some evidence of student voice throughout the school, knowledge and understanding of student voice and agency is an area for future focus. Students are given choice in their learning, with the use of Alternative and Augmentative Communication (AAC) and implementation of consistent Literacy instruction, a future focus will be on supporting students to have agency and voice leading to more active engagement in the learning process.</p> <p>All areas for development and improvement will be allocated professional learning time during each of the four years. This will occur through the school Professional Practice Model which includes; Professional Learning Teams, Coaching, Peer Observation, Professional Practice Days, Professional Learning Calendar (including Curriculum Days) and Performance and Development Plans.</p>

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Goal 1	Improve student learning outcomes in Literacy
Target 1.1	By 2023, 98 per cent of students will achieve the English goals in their Individual Learning Plans (92.1% in 2019).
Target 1.2	By 2023, the percentage of students demonstrating growth against the Victorian Curriculum will increase by 30 per cent in: <ul style="list-style-type: none"> • Reading and viewing – current percentage to be determined in Semester 1, 2020 • Speaking and Listening – current percentage to be determined in Semester 1, 2020 • Writing – current percentage to be determined in Semester 1, 2020
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum for Speaking and Listening and Writing
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to collect, analyse and evaluate data to monitor student growth and inform teacher practice
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Develop consistency in the implementation of the agreed Instructional Model
Goal 2	Improve student learning outcomes in Numeracy

Target 2.1	By 2023, 98 per cent of students will achieve the Mathematics goals in their Individual Learning Plans (93.2% in 2019).
Target 2.2	By 2023, increase the percentage of students demonstrating growth against the Victorian Curriculum in Numeracy in <ul style="list-style-type: none"> • Statistics and Probability, from 49.18 per cent in 2019 to 70 per cent • Measurement and Geometry, from 65.57 per cent in 2019 to 85 per cent • Number and Algebra, from 63.11 per cent in 2019 to 80 per cent
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum for Mathematics
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity in Numeracy practice
Goal 3	Amplify opportunities for student voice and agency
Target 3.1	Staff Opinion Survey By 2023, increase the positive endorsement for; <ul style="list-style-type: none"> • Use student feedback to improve practice from 53 per cent to 80 per cent • Promote student ownership of learning from 53 per cent to 80 per cent • Believes peer feedback improves practice from 73 per cent to 85 per cent.
Target 3.2	Parent Opinion Survey

	<ul style="list-style-type: none"> • By 2023, increase the positive endorsement for Student Voice and Agency from 73 per cent to 85 per cent.
Key Improvement Strategy 3.a Building practice excellence	Building staff knowledge and understanding of student voice, agency and leadership
Key Improvement Strategy 3.b Empowering students and building school pride	Develop whole school structures and processes to promote student voice and agency