School Strategic Plan 2020-2024

Bayside Special Developmental School (5240)

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School vision	Our vision is to maximise educational opportunities, engagement and enrichment for students with mo... safe, welcoming and fun.
School values	Teamwork - Working in teams allows staff more opportunities to release their creative ideas and offers... teamwork and the importance of collaboration we achieve better outcomes for our students. Respect - Respect means that you accept somebody for who they are, even when they are different fr... relationships builds feelings of trust, safety, and wellbeing. Opportunity - We are committed to providing services, resources and encouragement that equip stude... hope and dignity. Compassion - Compassion means temporarily suspending judgment so that you can appreciate other... To be compassionate you need to be genuinely concerned about the other person or people's needs. Community - Respect for the rights, differences, and dignity of others. Honesty and integrity with all me...
Context challenges	Bayside Special Developmental School (SDS) is located in the City of Kingston in the suburb of Moora... 15 kilometres from the Melbourne Central Business District. The school was established in 1986, on th... The school was re-built during the review period and moved into stage one of new purposely designe... of 2019. Plans for 2020 include the development of specialist rooms for art, home crafts, library and t... playground will be further developed as well as an outdoor exercise area, car park and school bus tur... The new school also accommodates a regional professional development facility for use by schools a... Enrolments at the time of the review were approximately 64 full time students. Over the past four year... Student Family Occupation (SFO) category was 0.25 and the Student Family Occupation Education (S... SDS includes a principal and assistant principal, 15 teachers, 24.2 full time equivalent Education Sup... (1.0), physiotherapy (1.0) and sensory therapy (0.6) and office administration staff. Bayside Special Developmental School (SDS) provides a range of educational and therapeutic progra... severe intellectual disabilities. A number of students have multiple disabilities including autism, physic... interventions and management. Bayside SDS provides a curriculum based on the F-10 Victorian Curriculum and includes the 'Towards... D'. It provides students with access to curriculum content and standards that enable progression towa... on progressing students from awareness to intentional engagement in learning. These levels are not a... Personalised Learning Plan (PLP), based on the learning areas and levels of development of individua... The School Review Panel recommended the following key directions for the next School Strategic Pla... 1. English and mathematics outcomes for every student 2. Curriculum, instructional practice and assessment 3. ICT curriculum and practices across the school 4. Instructional leadership 5. Student voice, agency and leadership 6. Student engagement and wellbeing, including personal and social capabilities 7. School-wide positive behaviour support.
Intent, rationale and focus	Intent It is the schools belief that every child has the right to participate and access education courses on the... Our school must take reasonable steps to make sure educational opportunities are designed so stude... and supplementary programs. The school must make reasonable adjustments to the curriculum delivery and assessments in the are... have opportunities for breadth and progression in these areas. Complimenting these approaches will be the School Wide Positive Behaviour Support framework (SW... have more time to focus on relationships and classroom instruction. Students and staff benefit from: •increased respectful and positive behaviour

•increased time focused on instruction
•improved social-emotional wellbeing
•positive and respectful relationships among students and staff
•increased adoption of evidence-based instructional practices
•a predictable learning environment with improved perceptions of safety and increased attendance

Rationale
Panel discussion on FISO (Building Practice Excellence and Curriculum Planning and Assessment) ar
curriculum and PLT leaders (Differentiation of Literacy and Assessment of Literacy), indicated that the
the school.
Panel discussion on FISO (Building Practice Excellence and Curriculum Planning and Assessment) ar
curriculum leaders indicated that there was a need to focus on mathematics curriculum and assessme
period of review). Discussions revealed there were currently no early assessment tools in numeracy th
therefore be able to measure student learning growth.
Panel discussions and classroom observations on the Validation Day, findings from the field day and r
the introduction of the School-Wide Positive Behaviour Support (SWPBS) approach to student wellbei
opportunities to develop student voice and agency in their learning.
School-wide positive behaviour support (SWPBS) is a framework that brings together school commun
assists schools to improve social, emotional, behavioural and academic outcomes for children and you

Focus
The key strategic foci over the next School Strategic Plan (SSP) are in the areas of Literacy, numerac
LITERACY
The continuing implementation with the available tools to inform current level of ability in literacy and t
training, implementing, moderating and using new tools to track progress as they are developed durin
emphasis will be on implementing the recently developed Level A – D English curriculum framework a
practice.
The further focus will be on
-Teachers to trial and implement a targeted Literacy Approach within the classroom (Comprehensive L
working with letters and words, and self-selected reading.
- A professional learning team (PLT) to devise and trial a literacy plan template

MATHEMATICS
The implementation of a numeracy in our SSP will enable us to make best use of the current and forth
in student numeracy outcomes. Focus across the four years will be on
•   building excellence in classroom practice in delivery and assessment of numeracy
•   differentiating teaching to meet students' different learning needs
•   building instructional leadership in numeracy
•   embedding a whole-school focus on numeracy
•   engage parents and carers as partners in numeracy learning.

SWPBS
The next level of work is to continue to build the personal and social capabilities of every student throu
and wellbeing that includes all staff and strong communication between home and school. This will inc
Classroom observations with a focus on
-        The instruction of targeted skills, actions.
-        Acknowledgements of appropriate behaviour incorporated. (SWPBS reinforcers)
-        Modification of the environment to accommodate students' needs.
-        Regular performance feedback to students with regards to the targeted behaviour.
-      Matrix of expected behaviours in spaces around the school reviewed and displayed throughout th
A professional Learning Team will focus on
* Monitoring the framework implementation using SWPBS self assessment
* Parent education sessions
*Functional Behaviour Assessments used to formulate behaviour management plans.
*Lowering of edu- safe data arising from student behaviour
* Ratio of 4:1 positive affirmations to corrections used throughout the school
* Professional development delivered to all members of staff as required.
* Authentic Data collection re 4:1 ratio.

	* Zones of regulation project and further implementation of * Work Program templates were devised for purposeful teaching of behaviour in the three expectations * All about me posters for each student developed and displayed in the classrooms * Infographic outlining system for addressing problem behaviour in non-classroom settings created an * Teachers completed DET Behaviour Support Modules for PDP * Staff completed SWPBS Self assessment survey * Newsletter articles written to communicate with parents

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Goal 1	To improve student learning outcomes in English across the school
Target 1.1	School-based assessment tool in reading (Pre-DATE tool, ABLES) By 2023, 80 percent of all students to demonstrate increased learning gain from a moderated entry po
Target 1.2	School Staff Survey By 2023 improve the percentage of positive endorsement of the overall Teaching and Learning - Evalu in 2019 to 75% positive endorsement in 2023
Target 1.3	Parent Opinion Survey By 2023 the percentage of positive endorsement to be 90% or above in the following factors in the Student • Stimulating Learning Environment (94% in 2019) • Effective Teaching (95% in 2019)
Key Improvement Strategy 1.ay Building practice excellence	Build a whole school approach to literacy curriculum, assessment and instructional practices
Key Improvement Strategy 1.by Evaluating impact on learning	Build a whole school approach to data literacy
Key Improvement Strategy 1.cy Building practice excellence	Build innovative ICT curriculum and practices across the school
Goal 2	To improve student learning outcomes in numeracy across the school
Target 2.1	School-based assessment tool in numeracy (Pre-tool, ABLES) By 2023, 100 percent of students will have a moderated entry point in numeracy.
Target 2.2	School Staff Survey By 2023 improve the percentage of positive endorsement of the following factors in the School Climate me

	• Academic Emphasis from 44% positive endorsement (2019) to 75% positive endorsement (2023) • Teacher Collaboration from 46% positive endorsement (2019) to 75% positive endorsement (2023) • Guaranteed and Viable Curriculum from 50% positive endorsement (2019) to 75% positive en
Key Improvement Strategy 2.ay Curriculum planning and assessment	Build a whole school approach to mathematics curriculum, assessment and instructional practices
Key Improvement Strategy 2.by Instructional and shared leadership	Strengthen opportunities for shared and instructional leadership across the school
Goal 3	To improve student engagement and wellbeing across the school
Target 3.1	Student Learning Goals (School-based) By 2023, 80% of all students meet or exceed their individual Personal / Social capabilities goal.
Target 3.2	School Staff Survey By 2023 improve the percentage of positive endorsement of the following factors in the School Climate module: • Collective Efficacy from 58% positive endorsement (2019) to 75% positive endorsement (2023) • Collective Responsibility from 64% positive endorsement (2019) to 75% positive endorsement (2023) By 2023 improve the percentage of positive endorsement of the School Staff Safety and Wellbeing mo endorsement (2023)
Target 3.3	By 2023 the percentage of positive endorsement to be 90% or over in each of the following factors in the POS: • Confidence and Resiliency Skills (Student Development Domain) (95% 2019) • Promoting Positive Behaviour (The school has a consistent approach to promoting positive student beha • Positive Transitions (Connection and Progression Domain) (90% in 2019) • Parent Participation and Involvement (Parent Community Engagement Domain) (79%
Key Improvement Strategy 3.ay Setting expectations and promoting inclusion	Implement School-Wide Positive Behaviour Support (SWPBS) approach
Key Improvement Strategy 3.by	Strengthen opportunities for student voice, agency and leadership across the school

Empowering students and building school pride	