School Strategic Plan 2024-2028

Bayside Special Developmental School (5240)

Bayside
Special Developmental School

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VICTORIA
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School Strategic Plan - 2024-2028

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School vision	Our vision is to maximise educational opportunities, engagement and enrichment for students with moderate to severe intellectual disabilities in an environment which is safe, welcoming and fun.
School values	Teamwork - Working in teams allows staff more opportunities to release their creative ideas and offers a greater sense of belonging. By emphasizing the value of 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 from you or you do not agree with them. Respect in your relationships builds feelings of trust, safety, and wellbeing. Opportunity - We are committed to providing services, resources and encouragement that equip students and families for better economic prospects, new futures, new hope and dignity. Compassion - Compassion means temporarily suspending judgment so that you can appreciate others' perspectives or situations when they are different from your own. 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 members of the community. Accountability for personal behaviour.
Context challenges	Bayside Special Developmental School (SDS) provides a range of educational and therapeutic programs for students aged 2.8 to 18 years, who have moderate to severe intellectual disabilities. A number of students have multiple disabilities including autism, physical or sensory impairments and conditions requiring medical interventions and management. The School Review Panel recommended the following key directions for the next School Strategic Plan: developing the school-wide evidence based pedagogical framework; building on data literacy to inform planning and teaching; strengthening a whole-school approach to positive classroom strategies; implementing a whole-school approach to activating student voice; developing a whole-school plan for transitions; and working within the PLC framework to achieve these outcomes.

| Intent, rationale and focus | The school is seeking to achieve consistency in delivering a wholistic and consistent approach through a school-wide, evidence based pedagogical framework. We will make the link between our focus on student wellbeing, student transitions and positive classroom strategies, and plan and implement change through the use of professional learning communities.

We recognise the strong link between wellbeing, learning and better outcomes for students.

Opportunities for improvement highlighted in recent review:

Teaching and Learning
1. Teaching and Learning Framework. Develop and implement a school-wide teaching and learning framework aligned to the Victorian Teaching and Learning Model (VTLM), to provide a unified approach to pedagogy, ensuring consistency, equity and high quality education across all classrooms.
2. Peer Observations and Feedback: Establish a peer observation program focused on the strategic priority areas. Pair staff to observe each other's lessons or strategies related to these priorities. Implement structured feedback sessions afterward to reinforce learning and encourage collaborative growth.
3. Documentation of Best Practices: Develop a shared resource bank (such as a digital handbook or library of recorded sessions) where best practices, templates, and strategies related to the priority areas are stored. This would allow staff to access curated content independently and revisit materials at their own pace.

Assessment
1. Refine Moderation for Individualised Goals: Since traditional moderation is challenging with highly individualised goals, consider a system where staff collaboratively review case studies or student portfolios.
2. Enhanced Data Literacy Through Specialised PD: To deepen data literacy, consider implementing regular PD sessions where teachers practice analysing real data sets from their students. Focus each session on a different skill, such as interpreting trends, identifying gaps, or setting data–driven goals.
3. Expand Peer Observations and Video Libraries: Consider developing a video library where teachers can observe examples of successful strategies. Videos might showcase specific approaches tailored to the school's priority areas, including HITS and differentiation methods, with annotations or guiding questions to encourage reflective viewing.

Engagement
Student Leadership and Agency Opportunities: To ensure policies around inclusion, behaviour, and safety are effective and reflective of the school community, create roles for students to actively participate. This could include:
(a) Student Action Teams: Students can join or lead action teams to discuss and provide input on policies, offering perspectives on what makes them feel included, supported, and safe. |

	(b) Student Led Workshops: Encourage students to develop presentations or workshops where they share ideas on positive behaviour, peer support, and inclusion with their classmates. Data sources Updating and making explicit the policies around inclusion, positive behaviour, and safety will set a strong foundation as the school implements the new strategic plan. Strategies to create an effective timeline and reinforce shared understanding include: Create a Policy Review Timeline (a) Initial Audit and Prioritisation (Months 1–2): Conduct an audit of current policies related to inclusion, behaviour, and safety, identifying areas in need of updates or clarity. Prioritise which policies need immediate attention based on staff feedback, strategic goals, and compliance requirements. (b) Quarterly Review Cycle: Establish a quarterly timeline for reviewing each policy in a rotation, focusing on three to four policies each quarter. This cycle could align with staff development days or meetings, allowing for in–depth discussions. (c) Annual Whole–School Update: Schedule a comprehensive review at the start of each school year where staff, students, and families can receive updated versions and any policy changes, ensuring all stakeholders are aligned.

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Goal 1	To maximise the achievement learning growth of every student.
Target 1.1	By 2028, maintain 80% of all students to demonstrate increased learning gain from a moderated entry point level, in an aspect of reading. (80% in 2023)
Target 1.2	By 2028, 85% of all students to demonstrate increased learning gain from a moderated entry point level, in an aspect of number. (80% in 2023)
Target 1.3	By 2028, increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): • Monitor effectiveness using data from 67% to 75% • Understand how to analyse data from 75% to 80% • Use pedagogical model from 58% to 75%. • Professional learning peer observation from 50% to 65%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a school–wide evidence–based Teaching & Learning pedagogical framework.
Key Improvement Strategy 1.a	

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement and embed an effective Professional Learning Community (PLC) culture.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build data literacy to inform collaborative planning for differentiated teaching.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

Goal 2	Improve the wellbeing of all students.
Target 2.1	By 2028, increase the percentage of students achieving their Personal and Social Competency benchmarks from 47% (2024) to 60%.
Target 2.2	By 2028, 20% of students move up one level in the Road Map of Communicative Competence (ROCC) assessment descriptor 9 (from 19% in 2024).
Target 2.3	By 2028, increase the 2023 percentage positive endorsement in the Parent Opinion Survey (POS) • Positive transitions from 87% to 90% • Stimulated Learning from 83% to 90% • Managing bullying from 69% to 80%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen and implement a whole–school approach to positive classroom management strategies.
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.b	Develop and implement a whole–school approach to activating student voice and agency.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole–school plan that provides different programs and supports at different stages of schooling (juniors, seniors)—including post–school connections.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	