

# School Strategic Plan for Frankston Special Developmental School 5143

## 2015-2019

### Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....  School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....



## School Profile

<p><b>Purpose</b></p>	<p>At Frankston SDS we access a specialised integrated curriculum that prioritizes the development of communication skills, social competencies and independence. We provide students with educational programs that are tailored towards the individual and provide them with life skills that support them to develop maximum independence within the community. We have a shared vision of high expectations for all of our students and we ensure that every student experiences success. Our school motto is 'Learning for Life'.</p>
<p><b>Values</b></p>	<p>Caring- For others in our classroom, school and the wider community.          Respect- For yourself and others, being kind, and learning our school rules.          Sharing- Taking turns and working with others          Individuality- Being the best you can and doing the best you can</p>
<p><b>Environmental Context</b></p>	<p>Frankston Special Developmental School (SDS) provides a friendly and caring environment where students are encouraged to do their best in a vibrant and engaging atmosphere. The following values are seen as being central to the life of the school and how all members of the school community should conduct themselves: Sharing, Caring, Respect and Individuality. Frankston SDS provides a specialised and challenging curriculum in a supportive environment for students with moderate and profound intellectual disabilities. Students age range from five to eighteen years. Many of the students have multiple disabilities including epilepsy, autism, physical disabilities, hearing and visual impairments and social and emotional challenges. Frankston SDS is a purpose-built brick building surrounding a large, paved, shaded central area. In addition there are four Mod5 relocatables and a BER building with three classrooms to cater for the schools growing enrolment. It has well equipped facilities for students including: 17 classrooms, two multipurpose rooms, three kitchens, a therapy room, an art and craft room, a computer lab, a library and extensive play equipment. The large, well-maintained playgrounds include a basketball court, two adventure playgrounds, an oval, a large sensory swing, a bike path, outdoor exercise equipment and five vegetable patches.</p>

# Strategic Direction

Achievement		Key improvement strategies
<b>Goals</b>	<b>To improve the communication skills of all students</b>	<b>Develop an English, Speaking and Listening curriculum across the school</b>
<b>Targets</b>	<p><b>100% of Individual Learning Plans will include SMART goals for English, Speaking and Listening taken from the AusVELS FSDS goal bank</b></p> <p><b>All staff will accurately record entry level skills on Students Individual Learning Plan (ILP)</b></p> <p><b>All staff will accurately record long term goals on Students Individual Learning Plan (ILP)</b></p> <p><b>All students will achieve 3 or 4 on the 5 point scale for English, Speaking and Listening</b></p> <p><b>Accurate recording of assessments for English, Speaking and Listening</b></p>	<p><b>Review and develop assessment processes and tools to be inclusive of quantitative and qualitative assessment data for English, Speaking and Listening</b></p> <p><b>Review and develop the AusVELS FSDS goal bank for English, Speaking and Listening</b></p> <p><b>Develop knowledge and consistency in recording entry skills and long term goals for ILPs</b></p> <p><b>Use consistent language across the school for how and what we teach in English, Speaking and Listening</b></p>
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Audit the current assessments for English, Speaking and Listening across the school</li> <li>• Begin to develop a whole school curriculum document for English, Speaking and Listening</li> <li>• AusVELS FSDS Goal Bank developed for English, Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment tools for English, Speaking and Listening are audited across the school</li> <li>• Staff are consulted throughout the process of curriculum development</li> <li>• Staff are introduced to the AusVELS FSDS goal bank</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Investigate and research accurate assessments for English, Speaking and Listening across the school</li> <li>• Continue to develop a whole school curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A variety assessments for English, Speaking and Listening are investigated and researched across the school</li> <li>• Whole school curriculum document developed in</li> </ul>

	<p>document for English, Speaking and Listening</p> <ul style="list-style-type: none"> <li>Investigate the use of the AusVELS FSDS goal bank for developing ILP goals for English, Speaking and Listening</li> </ul>	<p>consultation with staff</p> <ul style="list-style-type: none"> <li>Staff are writing effective English Speaking and Listening ILP goals using the AusVELS FSDS goal bank</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Implement effective assessment tools for English, Speaking and Listening across the school</li> <li>Implement curriculum document for English, Speaking and Listening across the school</li> <li>Implement the use of AusVELS FSDS Goal bank for ILPs for English, Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>Successful assessment tools for English, Speaking and Listening are implemented across the school</li> <li>Curriculum document for English, Speaking and Listening used successfully across the school</li> <li>Improved teacher practice in writing SMART goals for English, Speaking and Listening</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Review and evaluate the successful use of assessment tools across the school</li> <li>Review and evaluate the implementation of the English, Speaking and Listening curriculum document across the school</li> <li>Review and evaluate the implementation of AusVELS FSDS goal bank across the school</li> </ul>	<ul style="list-style-type: none"> <li>Improved teacher practice in assessing English, Speaking and Listening</li> <li>Improved teacher practice, knowledge and student outcomes in English, Speaking and Listening (improving what we teach and how we teach)</li> <li>The AUSVELS FSDS goal bank is used successfully across the school to improve student outcomes in English Speaking and Listening</li> </ul>

<b>Wellbeing</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<b>To improve the social competencies of all students</b>	<b>Widen the opportunities for student voice and leadership and its influence on their learning</b>  <b>Evaluate and examine pathways and transitions programs across the school</b>  <b>Create a central bank of video modelling resources for social competencies across the school</b>
<b>Targets</b>	<b>All students will achieve 3 or 4 on the 5 point scale for Interpersonal Development Goals</b>  <b>100% of new students will be involved in an induction program</b>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Develop role statements for school leaders</li> <li>• Review transition of new students across the school</li> <li>• Review current student opinion survey</li> </ul>	<ul style="list-style-type: none"> <li>• Role statements developed for school leaders</li> <li>• Procedures for students new to the school are evaluated and reviewed</li> <li>• Student opinion survey reviewed and rewritten</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Implement roles for school leaders</li> <li>• Introduce an induction program across the school for new students</li> <li>• Implement the new student opinion survey</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders are clear of their roles and responsibilities</li> <li>• Student opinion survey completed across the whole school</li> <li>• The student induction program is implemented across the school</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Embed roles for school leaders and expand to middle school</li> <li>• Embed induction program across the school</li> <li>• Embed new student opinion survey across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Students are taking part in decision making and have increased leadership responsibilities across the school</li> <li>• New students are involved in induction process across the school</li> <li>• Student decision making has increased across the school</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Evaluate and review the roles of school leaders across the school</li> <li>• Evaluate and review the induction program across the school</li> <li>• Evaluate and review the student opinion survey</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have developed their ability to write SMART Interpersonal Development ILP goals.</li> <li>• Teachers have increased their knowledge of how to develop the social competencies of all students</li> <li>• Student voice is heard throughout the school through successful surveys</li> </ul>

<b>Engagement</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<b>To develop the independence of all students</b>	<p><b>Establish a positive and safe and stimulating environment for learning through the implementation of the School Wide Positive Behaviour Support program (SWPBS)</b></p> <p><b>Students are aware of their behavioural expectations across the school through implementation of school rules, values and rewards</b></p>
<b>Targets</b>	<p><b>Reduction of incident reporting of tier 3 behaviours on Sentral</b></p> <p><b>100% of students have shown progress on their I Can be Safe and 16+ checklists</b></p> <p><b>All students will achieve 3 or 4 on the 5 point scale for their Health Knowledge Promotion ILP goals</b></p>	
	<b>Actions</b>	<b>Success Criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Realign school rules in alignment with SWPBS</li> <li>• Audit school reward systems across the school</li> <li>• Investigate creation of I Can Be Safe checklist in line with I Can Be Safe program</li> </ul>	<ul style="list-style-type: none"> <li>• School rules are rewritten and aligned with SWPBS</li> <li>• I can be safe timetabled for every class</li> <li>• All staff review reward systems across the school</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Implement new school rules</li> <li>• Create a whole school positive reward system</li> <li>• Further develop an I Can Be Safe checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Improved teacher practice in promoting School Wide Positive Behaviour</li> <li>• Aligned reward system used throughout the school</li> <li>• Differentiated learning groups timetabled across the school for I Can Be Safe</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Embed new school rules across the school</li> <li>• Embed a school wide positive reward system</li> <li>• Continue to Embed and further develop I Can Be Safe program and checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of rewards and language across the school</li> <li>• Staff collaborate to develop programs to promote independence</li> <li>• School rules are used in daily practice</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Evaluate and review school rules</li> <li>• Evaluate and review school wide reward system</li> <li>• Evaluate and review I Can be Safe Program and checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Students are aware of their behavioural expectations in all areas of the school and the wider community</li> <li>• Teachers are effectively implementing programs to teach independence across the school</li> </ul>

<b>Productivity</b>		<b>Key improvement strategies</b>
<b>Goals</b>	<b>To increase the opportunities of students with a range of abilities to access Outdoor Education</b>	<b>To establish the Blackwood Special School Outdoor Education Centre (SSOEC) as an official campus of Frankston Special Developmental School</b>
<b>Targets</b>	<p><b>Blackwood SSOEC will have a separate Student Resource Package (SRP) in the Frankston SDS budget.</b></p> <p><b>Blackwood SSOEC will become a fully self-catering operation for all students visiting the school</b></p> <p><b>SSOEC Work force plan and Business Plan</b></p>	
	<b>Actions</b>	<b>Success criteria</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
<b>Year 4</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	