

School Strategic Plan 2019-2023

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 08 November, 2019 at 08:52 AM

Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 08 November, 2019 at 09:25 AM

Endorsed by Danny Smith (School Council President) on 11 November, 2019 at 12:05 PM

School Strategic Plan - 2019-2023

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School vision	At Coburg SDS we strive to provide all students with the skills needed to meet their full potential through our child centred learning approach. Students are empowered to be active members of the school and wider community by building independence, communication and relationships. We work together as a team to provide a positive, safe and engaging learning environment where student voice and readiness for life after school is at the centre of our teaching and learning.
School values	<p>Coburg SDS has a well-developed curriculum for students with a disability and uses a Child Centred Learning approach that works towards meeting the individual needs of each student. Learning goals for each student are established through negotiated education plans developed in collaboration between the team around the learner, which can include education staff, therapy staff, and families. The school employs speech and occupational therapists to support our students to ensure that all students can engage as effectively as possible with the curriculum.</p> <p>Our school follows the School Wide Positive Behaviour Supports (SWPBS) framework and we are a part of the Northern Network Training group as well as a Northern Special Schools Network. SWPBS has been developed from evidence and data; demonstrating the most effective ways to prevent and respond to problem behaviour at school. Research has shown that SWPBS is successful in reducing problem behaviour, improving school culture, and increasing academic performance.</p> <p>Our school values are Building Independence, Building Communication and Building Relationships. These values were developed with input from staff and families during 2017 and reflected upon in 2019 during the review process. Our values reflect what is important to everyone in our school community.</p> <p>Building Independence Coburg SDS believes that every child can learn and every child has the right to a safe and engaging learning environment. All students are supported to develop their own abilities in the area of independence and life skills. Our school looks at learning as a continuous process and a lifelong journey for both students and staff. All students learn in their own way and the team around the learner (teacher, education support, therapy staff) work together to identify the student's strengths and needs so they can build an educational program suited to the child.</p> <p>Building Communication Coburg SDS has a communication policy based on the Communication Bill of Rights which advocates that "all people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence." Students at Coburg SDS are supported to find their voice through a range of Augmentative and Alternative Communication (AAC) and Visual Supports. They are encouraged to make choices, accept, reject and make comments. Our School has a Student Voice Coordinator who works to embed practices from the Amplify Program which include developing student leadership and student decision making throughout</p>

	<p>the school as well as building agency in their own learning. Our school has a communication team working towards us becoming a communication accessible school where all members of our community are able to engage in successful interactions by catering to their communication needs.</p> <p>Building Relationships Coburg SDS believes that having positive relationships enhances the quality of life for our students, their families and the community in which they are engaged. Play based learning in the Early Years helps to build the foundation of the social learning needed to later participate in group activities, projects and community activities. Students learn how to engage the community in a safe and positive way through life skills and health and wellbeing programs. Students have opportunities to engage in our local community through activities which include shopping, Café Coburg, school incursions, swimming, interschool sport and visits to the local library.</p>
<p>Context challenges</p>	<p>Coburg SDS is a dynamic Special Developmental School situated in the North Western region of Melbourne. We provide a friendly and caring environment that enhances learning, personal growth and well-being for all students. The school caters for families from the northern and western suburbs, from a range of socio-economic and ethnic background. Students attending the school generally reside within our designated transport area.</p> <p>Our school currently caters for 52 students with a primary diagnosis of developmental delay or intellectual disability. Many of our students have other additional needs that affect their learning including but not limited to autism, communication and high sensory needs. We provide a caring and challenging environment that enhances learning, personal growth and well-being for all students.</p> <p>Our school offers the opportunity for some of our primary aged students to attend our Coburg North Primary School classrooms. These classes are designed to offer greater opportunities for our students to engage and socialise with their mainstream peers.</p> <p>Our school is culturally diverse with 40% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin) and Arabic. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.</p> <p>Our key challenges for the new Strategic Plan focus on the need to develop an agreed pedagogical approach to enable a consistent delivery of teaching and learning. This approach will continue to take account of learning, behavioural and sensory needs and aims to reduce variability, yet still be differentiated for individual need. We will particularly concentrate efforts on those students that are readily disengaged.</p> <p>Student voice and agency in their learning will also be a major focus across this Strategic Plan. Evidence of student voice in goal setting is quite limited and largely dependent on students' capability and ability to communicate. It is anticipated that the concentrated work continued to be done on building students' communication capacity will open up opportunities in this area.</p>
<p>Intent, rationale and focus</p>	<p>Coburg SDS is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, confident and feel safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The school is also committed to providing the necessary support to ensure our students are developed intellectually, physically, emotionally and socially. All of our students have a moderate to severe intellectual disability and need</p>

additional support to learn to communicate, engage with others and develop independence. The Child Centred Learning (CCL) approach ensures that each student has an Individualised Learning Program which meets their specific needs and is reflected upon each week at CCL meetings. Students' goals and tasks are broken down into achievable steps during these meetings with a particular focus each week during flexi and fixed sessions with support from therapy staff.

Over the next four years of this Strategic Plan, we will be prioritising the following areas:

- * improving each student's ability to communicate because we see communication as essential to learning and that this would positively impact student self regulation and emotional well being.
- * strengthening each student's emotional and social wellbeing by supporting ongoing complex health and wellbeing needs, we will continue to build strong processes that enable an inclusive, safe and orderly environment.
- * empowering students to take a lead in their learning as once students have a means of communication, they are able to access opportunities for voice and agency in their learning. We are looking at identifying and maximising those opportunities within our teaching and learning programs. Opportunities for student leadership roles will also be investigated and put into practice throughout this period.

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Goal 1	Improve each student's ability to communicate
Target 1.1	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 80%
Target 1.2	By 2023, improve whole school student communication profile scores for: <ul style="list-style-type: none"> ○ Request attention to self/initiate communication from 2.47 (2018 average) to 3.47 ○ Accepting from 2.70 (2018 average) to 3.70 ○ Rejecting from 2.72 (2018 average) to 3.72 ○ Following instructions from 2.40 (2018 average) to 3.40
Target 1.3	By 2023, improve the positive response rate for School Climate factor collective focus on student learning from 63% to 79%
Key Improvement Strategy 1.a Evaluating impact on learning	Deepen staff understanding to assess and use data and evidence to inform point of need teaching and learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop a professional learning community to build practice excellence
Key Improvement Strategy 1.c	Implement an agreed whole school approach to teaching and learning in Speaking and Listening

Curriculum planning and assessment	
Goal 2	Strengthen each student's emotional and social wellbeing
Target 2.1	By 2023, reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to 20 or less per year.
Target 2.2	By 2023, reduce the average number of unapproved absence days per year from 10.6 to 6.0 days per student
Target 2.3	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ School connectedness (Sense of belonging) from 78% to 83% ○ Sense of inclusion from 83% to 88% ○ Managing bullying from 75% to 80%
Key Improvement Strategy 2.a Health and wellbeing	Embed a whole school framework of tiered positive support
Key Improvement Strategy 2.b Parents and carers as partners	Strengthen the home-school-community partnerships
Goal 3	Empower students to take a lead in their learning
Target 3.1	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ Student voice and agency from 83% to 88% ○ High expectations for success from 67% to 72%

	<ul style="list-style-type: none"> ○ Motivation and interest from 67% to 72%
Target 3.2	<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <ul style="list-style-type: none"> ○ Collective efficacy from 40% to 61%
Target 3.3	<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> ○ Student agency and voice from 60% to 70% ○ Student motivation and support from 80% to 86%
Key Improvement Strategy 3.a Empowering students and building school pride	Build staff capability to enable student voice and leadership in learning