

School Strategic Plan 2022-2026

Vermont South Special School (5025)



Submitted for review by Clare Merison (School Principal) on 15 June, 2023 at 02:57 PM

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School Strategic Plan - 2022-2026

Vermont South Special School (5025)

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| School vision | Our vision is to empower students to reach their personal best. Vermont South Special School's mission is to provide students with the best possible foundation in life through a well-rounded education. |
| School values | Vermont South Special School's values are: Learning, Respect, Responsibility, Resilience We respect ourselves and each other, and understand that our attitudes and behaviours have an impact on the people around us. We are responsible and we take care of our school and the property of others We are resilient and persist even when things are difficult. |
| Context challenges | The challenges we face: <ul style="list-style-type: none">• All students have an intellectual disability and many have a comorbid diagnosis with complex needs.• Managing students who present with challenging behaviours.• An increase in students who have complex communication needs.• To differentiate learning to meet all students' needs.• Continuing to maintain our high standard, and progress, with the turnover of staff and their training and coaching needs required to bring them up to speed with our processes and practices, pedagogy and SWPBS.• To make student voice truly authentic.• The majority of families live a distance from the school so it can be difficult for families to partner with the school in their child's learning and wellbeing.• Disruptions due to staff sickness and difficulty in being able to replace them with Casual Replacement Teachers. |

Intent, rationale and focus

Vermont South Special School's objective is to stimulate students to learn in a vibrant, nurturing, educational environment, which provides for individual needs, whilst supporting the whole school community in a climate of mutual respect and trust. It is important for Vermont South Special School to provide students with the best possible foundation in life through a well-rounded education.

We will be prioritising learning and wellbeing through a multi tiered system of support.

We will continue to focus on the learning growth of students by strengthening our assessment, planning, pedagogy and engagement processes. In addition, we will continue to develop and strengthen our wellbeing and support processes for all students.

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| Goal 1 | To maximise the learning growth of all students |
| Target 1.1 | <p>By 2026 improve the percentages of students achieving one or more progression points in the two-year period from the second year of 'middle learning' to the end of first year 'seniors learning' for:</p> <ul style="list-style-type: none">• Reading at 88.28% (based on the 2 cohorts from 2019-2022) to 93%• Writing at 75% (based on the 2 cohorts from 2019-2022) to 80%• Numeracy at 85.71% (based on the 2 cohorts from 2019-2022) to 90% |
| Target 1.2 | <p>By 2026 increase the percentage of positive responses in the Attitudes to School Survey factors from 2022 figures for:</p> <ul style="list-style-type: none">• Differentiated learning challenge from 95% to 96%• Self-regulation and goal setting from 95% to 96%• Student voice and agency above 92% |
| Target 1.3 | <p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p> <ul style="list-style-type: none">• 77% to 82% for collective efficacy• 62% to 72% for academic emphasis• 91% to 93% for use student feedback to improve practice |

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| 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 | Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen PLCs to support teachers towards continuous improvement in teaching practice |
| Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Strengthen authentic student voice and agency in their learning |
| Goal 2 | To maximise the wellbeing of all students |
| Target 2.1 | By 2026 maintain the percentage of positive responses in the Attitudes to School Survey factors based on 2022 figures for: <ul style="list-style-type: none"> • perseverance above 95% • sense of inclusion above 93% • emotional awareness and regulation above 95% (in Emotional engagement and relationships domain) |

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| <p>Target 2.2</p> | <p>By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors from 2022 figures for:</p> <ul style="list-style-type: none"> • student voice and agency from 86% to 90% • not experiencing bullying from 67% to 75% • teacher communication from 88% to 90% |
| <p>Target 2.3</p> | <p>By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from:</p> <ul style="list-style-type: none"> • 64% to 68% for trust in students and parents • 86% to 88% for parent and community involvement • 75% to 80% for staff physical safety |
| <p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Strengthen authentic student voice and agency in their engagement and wellbeing</p> |
| <p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Further refine and embed the SWPBS approach</p> |
| <p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to</p> | <p>Strengthen family partnerships and community engagement</p> |

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| support student learning, wellbeing and inclusion | |
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