

# School Strategic Plan 2020-2024

Cobram and District Specialist School (5147)



Submitted for review by Leah Willis (School Principal) on 04 February, 2021 at 02:18 PM

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# School Strategic Plan - 2020-2024

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<p><b>School vision</b></p>	<p>Cobram Special School aims to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence.</p>
<p><b>School values</b></p>	<p>Cobram and District Specialist School's values are Respect, Safety and Try Your Best. These values are taught, explicitly, during our Positive Behaviour Support weekly lesson. Students are rewarded when they display the correct behavior. The most common reward is verbal praise. Staff members are to give 5 positives to 1 corrective. The other rewards are class based reward systems, yard award, bus award, student of the week award and Principal's award, which are all presented at our weekly assembly. The school encourages parental participation through Parents and Friends and volunteering at different events throughout the year. The Victorian Curriculum provides students with goals that are stimulating and challenging and targeted at the needs of the individuals. Ensuring students attend school every day is a shared responsibility of all parents/carers, students and the school.</p>
<p><b>Context challenges</b></p>	<p>Cobram and District Specialist School was established in 1978 in Cobram, located on the Murray River, 280 kilometres from Melbourne. Fifty five students are enrolled on a full time basis. To be eligible to attend the school, students are assessed by a psychologist and diagnosed with an Intellectual Disability. Each child has an Individual Learning Plan, which is based on the goals set in the Student Support Group meetings. The school's curriculum supports achievement at different stages of learning as defined by the Victorian Curriculum. Other key components of the school's program include specialist classes in Art, Physical Education and Dance. These are complimented by a range of additional learning experiences including excursions, community and environmental projects. Students are organised into seven classrooms, each catering for students of different age or need. Each year, the school makes use of resources and facilities from other local schools, service organisations and health experts to support its programs. Leadership consists of the Principal, Assistant Principal (one day per week) and a Learning Specialists. There are seven full time and two part time teachers, fourteen Education Support Staff and one full time office staff and one part time. Teachers and ES staff work together with health experts to plan and implement programs. A speech pathologist and occupational therapist visit the school, once a fortnight, and a physiotherapist, once a term. The School Council oversees the governance of the school and ensures the teachers have the resources and facilities to provide quality educational programs for the students. A parent fundraising committee, fundraises for the school and assists in functions, throughout the year. The senior unit is divided into VCAL and Independent Living Skills (SPEC). The schools SFO is 0.6908 The school is outgrowing the original land however we have been fortunate to have been able to use two classrooms at Cobram</p>

	<p>Primary School. We have been allocated 1.79 million in the 2020 state budget. We hope to expand our administration area as it is very limited in size.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Improve student learning outcomes  Rationale:  Through discussion and analysis of the PRSE, the school's assessment against the FISO continua of practice in Excellence in Teaching and Learning and the findings against the terms of reference, the Panel identified that the consistent implementation of the Instructional Model in all areas of the curriculum, the building of teacher capacity in the effective use of data and an effective PLC culture were areas for future focus to improve student learning outcomes.  Focus:  1a. Develop, document and evaluate a guaranteed and viable curriculum.  1b. Develop a school wide approach to data collection and analysis to inform planning and instruction.  1c. Build a culture of teacher collaboration through the implementation of PLC's.</p> <p>Improve student mental health and wellbeing.  Rationale:  Analysis and discussion of the PRSE, the school's AToS data and FISO ratings for Positive Climate for Learning identified that student voice and learner agency and use of PBS data to inform strategies and practices in behaviour management were areas requiring a focus in the next SSP. The Panel also noted that implementation of the Mental Health practitioner initiative in 2021 would support a whole school approach to student mental health and wellbeing.  Focus:  2a. Build teacher understanding of student voice and agency in learning.  2b. Build a whole-school approach to the development of the psychological and social wellbeing of students.  2c. Build teacher capacity to use PBS data to inform proactive processes, practices and strategies.</p>

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<b>Goal 1</b>	Improve student learning outcomes.
<b>Target 1.1</b>	By 2024, for 100 per cent of students to meet their Literacy and Numeracy goals on their Individual Education Plans.
<b>Target 1.2</b>	<p><b>School Staff Survey</b></p> <p>Increase the positive endorsement for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic Emphasis from 71 per cent in 2020 to 85 per cent in 2024</li> <li>• Guaranteed and Viable Curriculum from 83 per cent in 2020 to 90 per cent in 2024</li> <li>• Teacher Collaboration from 60 per cent in 2020 to 80 per cent in 2024.</li> </ul>
<b>Target 1.3</b>	By 2024, increase the four-year average percentage of students completing the VCAL Foundation certificate from 77 per cent in 2020 to 90 per cent in 2024.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop, document and evaluate a guaranteed and viable curriculum.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Develop a school wide approach to data collection and analysis to inform planning and instruction.

<b>Key Improvement Strategy 1.c</b> Building practice excellence	Build a culture of teacher collaboration through the implementation of PLCs.
<b>Goal 2</b>	Improve student mental health and wellbeing.
<b>Target 2.1</b>	<p><b>Attitude to School Survey</b></p> <p>Increase the positive endorsement for the following factors:</p> <ul style="list-style-type: none"> <li>• School Connectedness from 87 per cent in 2019 to 90 per cent or above in 2024</li> <li>• Learning Confidence from 79 per cent in 2019 to 90 per cent or above in 2024.</li> </ul>
<b>Target 2.2</b>	Increase the Tiered Fidelity inventory for Positive Behaviour Support (PBS) in ..... <b>(specific area to be identified and baseline data to be finalised).</b>
<b>Target 2.3</b>	<p><b>Parent Opinion Survey</b></p> <p>Increase the positive endorsement for the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 78 per cent in 2019 to 90 per cent or above in 2024</li> <li>• School Connectedness from 83 per cent in 2019 to 90 per cent or above in 2024</li> <li>• Confidence and Resiliency from 83 per cent in 2019 to 90 per cent or above in 2024.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build teacher understanding of student voice and agency in learning.

<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Build a whole-school approach to the development of the psychological and social wellbeing of students.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Build teacher capacity to use PBS data to inform proactive processes, practices and strategies.