

**Cobram and District Specialist School Strategic Plan 2016-2019**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Leah Willis 13/12/2016	.....[name].....[date]	.....[name].....[date]
School council: Robert Bextream 13/12/2016	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Marian Lawless	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Cobram and District Specialist School vision is to provide positive learning experiences, which allow students to achieve their optimum level of academic, social, emotional and physical independence.</p>	<p>Cobram and District Specialist School’s values are <i>Respect, Safety and Try Your Best</i>. 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 6 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.</p> <p>The school encourages parental participation through Parents and Friends and volunteering at different functions throughout the year.</p> <p>The Hume Region Special Schools’ Curriculum has been developed with the aim of providing students with goals that are stimulating and challenging and targeted at the needs of the individual student.</p> <p>Ensuring students attend school every day is a shared responsibility of all parents/carers, students and the school.</p>	<p>Cobram and District Specialist School was established in 1978 in Cobram, located on the Murray River, 280 kilometres from Melbourne. Forty-six 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, Literacy support (Jayne Farrall’s Four Block Model, Speech Therapy), community and environmental projects. Students are organised into five 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. The Principal holds the only designated leadership position. There are five full time and two part time teachers, eleven Education Support Staff and two part-time office staff. 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. In 2015 a Parents and Friends committee was established. The committee fundraises for the school and assists in functions, throughout the year. The school implemented VCAL, this year. The senior unit is divided into VCAL and Independent Living Skills. The schools SFO is 0.6974 The school is outgrowing the original land however we have been fortunate to have been able to use some of the primary school land to place portables. This however doesn’t give us any extra playground for our students.</p>	<p><b>Intent:</b></p> <ol style="list-style-type: none"> <li>To develop and sustain a shared approach to instructional leadership that achieves continual school improvement.</li> <li>Develop and implement exemplary curriculum and planning and processing to support improved outcomes for students.</li> <li>Develop implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.</li> </ol> <p><b>Rationale</b></p> <ol style="list-style-type: none"> <li>A strong leadership team with a shared approach to strengthening the teaching and learning practices across the school will improve outcomes for students and create a culture of accountability and respect.</li> <li>Embedding consistent high quality practices relating to the curriculum, planning, and teacher practice and student wellbeing across the school will reduce between class variability and lead to improved student outcomes.</li> <li>To achieve improved student outcomes it is essential the school has effective processes for gathering, analysing and reflecting on evidence to make informed decisions about what practices are having an impact on student outcomes and what was not effective.</li> </ol> <p><b>Focus</b></p> <ol style="list-style-type: none"> <li>Building Leadership capacity and associated accountability to enable the school to implement a school improvement agenda.</li> <li>Implement the Victorian Curriculum to provide the school with a sequential curriculum that was research based, broader in content, provide descriptions of achievement standards and was linked to ABLES assessment tools.</li> <li>Implement a digital system for collecting data to enable the school to more effectively analyse and reflect on evidence so informed decisions about what was working and what is not working could be made.</li> </ol>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To develop and sustain a shared approach to instructional leadership that achieves continual school improvement	Professional Leadership <ul style="list-style-type: none"> <li>Building Leadership Teams</li> </ul>	Develop a deep understanding of the Framework for Improving Student Outcomes. Build the capacity of all members of staff to create a culture of accountability, respect and high expectations. <ul style="list-style-type: none"> <li>Develop an understanding about why team work was important by accessing current research/thinking around PLTs</li> <li>Develop statements of roles and responsibilities.</li> <li>Develop clear induction processes.</li> <li>Develop Professional Learning Teams focused on student learning</li> </ul>	By 2020, the Leadership, School Climate and Professional Learning modules of the Staff survey obtain whole staff endorsement of 90 per cent.
Develop and Implement exemplary curriculum and planning and processing to support improved outcomes for students.	Excellence in Teaching and Learning <ul style="list-style-type: none"> <li>Building Practice excellence</li> <li>Curriculum planning and assessment</li> </ul>	Develop a deep understanding of the Victorian Curriculum and how it can be effectively used to inform planning, the development of Individual Learning Plans and teaching practice. Develop and sustain consistent whole school high quality documentation and practices. <ul style="list-style-type: none"> <li>Implement a common approach to term planning and save documents on the school drive.</li> <li>Develop a Teaching and Learning handbook which defines the non-negotiable expectations for Cobram Specialist School</li> <li>Revisit the Numeracy and Literacy placements.</li> <li>Address areas of inconsistent practice</li> <li>Work program and Performance Learning Plan goals coded to the Victorian Curriculum to demonstrate alignment.</li> <li>Peer observations focus on alignment to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Annual ABLES data will show a learning growth for 90% of students</li> <li>95% of students will achieve the goals in their ILPs</li> <li>Students deemed capable of learning to read will progress at least one reading level over a two year period.</li> <li>Increase in Learning Focus and Reporting in Parent Opinion Survey.</li> <li>Increase in Stimulated Learning in Attitudes to School Survey</li> <li>Increase in Academic Emphasis in Staff Opinion Survey</li> </ul>
Develop implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.	Excellence in Teaching and Learning <ul style="list-style-type: none"> <li>Building Practice excellence</li> <li>Curriculum planning and assessment</li> </ul>	Develop the capacity of the school community to effectively use student assessment information and whole school data sets. <ul style="list-style-type: none"> <li>Review and research current assessment tools and develop an agreed assessment schedule aligned with the Victorian Curriculum.</li> <li>Provide regular opportunities to analyse and discuss student achievement data.</li> <li>Ensure parent, staff and student survey data is analysed and action plans developed for areas of improvement.</li> <li>Ensure professional learning and the Performance and Development cycle includes a focus on assessment and student progress</li> <li>Regular participation in the FISO network.</li> <li>Align Professional Learning Team meetings with assessment schedule</li> <li>Create common assessment tools to enable teacher moderation.</li> </ul>	<ul style="list-style-type: none"> <li>Annual ABLES data will show a learning growth for 90% of students</li> <li>95% of students will achieve the goals in their ILPs</li> <li>Students deemed capable of learning to read will progress at least one reading level over a two year period.</li> <li>By 2019 each module component of the Staff Survey School Climate will obtain whole staff endorsement of 90%</li> <li>All teachers Performance and Development Plans will include a data literacy component.</li> </ul>

