

School Strategic Plan for Port Phillip Specialist School Southern Metropolitan Region 2012-2015



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Robert Newall</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Stephen Carpenter</p> <p>Date.....</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: David Greene</p> <p>Date.....</p>

School Profile

Purpose	<p>Port Phillip Specialist School (PPSS) has developed the idea of a Fully Serviced School. The Fully Serviced School is an innovative expansion to the current educational service provision to students and their families. The Fully Serviced School represents a comprehensive, multidisciplinary approach to providing educational, medical, paramedical, and other support services to maximise educational outcomes for our students. The fully services school ensures that a wide range of disciplines are represented within the school to cater to the diverse learning needs and priorities of our students.</p> <p>The School has also developed the concept of a Fully Integrated Model of Service Delivery. The idea behind this model is that all staff members have responsibility and input for setting appropriate goals, for determining teaching strategies to achieve the goals, for empowering each other and collaborating on teaching practices which can maximise goal achievement. Using this model, staff use group problem solving for what is to be learned as well as how the student might learn. Therapy and specialist areas of teaching are reinforced across the curriculum, ensuring that generalisation (transfer) of learning is built into the curriculum. This means each student has opportunities to practice skills on a daily basis. Appropriate teaching techniques can be utilised by specialist and paramedical staff more consistently. Staff is centred more on outcomes of students rather than traditional 'teaching territorial boundaries' or single person responsibilities.</p>
Values	<p>We believe that all students have the right to an education that enhances self-esteem, provides confidence and a sense of dignity. The school is committed to providing an environment that offers support, understanding and information to parents, families, caregivers and the wider community. We believe in developing the school as an integral part of the community, working with others to provide the most worthwhile educational practice.</p>
Environmental Context	<p>Environmental – grounds & facilities</p> <p>The school is located in a central position close to the central CBD of Melbourne, public transport, close to recreational facilities including beaches and within walking proximity to retail and primary produce outlets. The grounds are maintained by students and staff. Port Phillip is a solid brick construction built in the early 1900's. The school was relocated from Albert Park in 1997 it has transformed from a primary school and as such some of its buildings still resemble its beginnings. Many of the school buildings have been refurbished and these include an in-ground heated pool and hydrotherapy spa, sensory integration room, THEISS Independent Living Unit house, a computer resource centre, a therapy resource centre, multipurpose function rooms and serviced offices. Other developments of on-site facilities have been the completion of the Gina Rose Performing Arts Centre. This major facilities upgrade was the result of a Government grant, which was matched dollar for dollar by local fund-raising to meet the required \$2.3 million. This centre provides specialised teaching and learning spaces to service the needs of our Visual and Performing Arts Curriculum. More recently the Transition Learning Centre has completed construction. Designed specifically for both our Early Education Program (EEP) and our older transition students this building will complete the facilities on this site. The building has been designed to ultimately have a second floor that will have three teaching and learning spaces for</p>

our older transition students to use. The school has taken advantage of the \$850,000 available to us through the Federal Government's economic stimulus package 'Building the Education Revolution (BER) to also enable its completion. The second storey is awaiting further fund-raising and remains a priority for the immediate future. Particular care is taken to ensure that the grounds are safe as we watch the progress of our BER building and construction work on site.

The PPSS Foundation, established in 2000, raises funds to provide educational facilities and benefits to the students at school. Prominently funding our Visual and Performing Arts Centre which opened in 2005 and from 2007 – 2009 the Foundation's philanthropic efforts have enabled us to fund the first stage of this Transition Learning Centre.

Over the past four years the school has clearly articulated its Vision, Values and Mission, which has guided and informed the process of the schools continuous improvement and development.

The school's facilities have been used by local sporting groups for training, Special Olympics Victoria, local television productions and City of Port Phillip Council for school holiday and weekend programs. We will continue to play a vital role in our community and work to offer effective teaching and learning programs to our students and the wider community.

Social – community and demographics

Students are drawn from a wide range of suburbs in the South East Region but customarily come from the Municipalities of Port Phillip, Bayside and Stonnington. However, a small number of students attend the school from outside the zone. The zone comprises a mix of socio-economic groups including a large public housing component and more affluent suburbs. Transport to and from school is provided to students who live in the transport zone at no cost to parents. All students have an intellectual disability however we have an increasing number of students with multiple disabilities. A large percentage of our students have Autism Spectrum Disorder (ASD) and an increasing number within our EEP are visually impaired. Our enrolments have been between 130 and 150 over the last five years. There have been more boys than girls in recent years.

Educational

The school consists of three sub-school plus two early education programs. Our junior sub school caters for ages 5 – 10, middle 11 – 14 and transition 15 – 18 years of age and also the specialist teachers group. Students are placed within a group, which will best cater for their individual needs. Planning and program development occurs within specific sub-schools and is integrated to achieve a whole school plan through an online curriculum program called Learning with Purpose (LwP). Learning outcomes are reported bi-annually to parents and caregivers. PPSS has 60 staff, with a profile of two principal class, two leading teachers, fourteen teachers, six specialists, seven therapists, and four administration staff.

PPSS sole curriculum has been the Visual and Performing Arts Curriculum (VPAC). This curriculum has been

implemented and recently reviewed positively endorsed by teaching staff, parents and DEECD review staff as a successfully engaging teaching and learning tool for our students. Long-term renewal of this curriculum has (and remains) the central focus for the school into the foreseeable future. As a part of this renewal the integration of VPAC into the Toward Level 1 of the Victorian Education learning Standards as well as the full implementation of Abilities Based Learning and Education Support (ABLES) assessment tool as part of this process.

LwP will see a transformation into the future as it is further developed to include ABLES assessment tool and Working Towards Level One Curriculum.

Alongside VPAC has been the development of a computerised database that links teacher planning of units of work directly to student reports. This powerful teaching and learning tool is called Learning with Purpose (LwP).

- Currently the breakdown of students into sub-schools is:

EEP	=	23
Junior	=	27
Middle	=	42
Senior	=	47

Each sub-school has particular strengths or focus areas to meet needs of the students. Planning and program development occurs within specific sub-schools and is integrated to achieve a whole school plan for curriculum development and program delivery. Across sub schools professional learning teams (PLT) are being created to focus on specific areas of the curriculum. A diminishing number of our students undertake Victorian Certificate of Applied Learning (VCAL) units; this appears to be due to the increase in multiple disabilities in the cohort of students as they move into the transition years.

The expansion of our existing curriculum to include theatre arts and vocational units across trades for our senior students will enable us to strengthen our curriculum to meet these changes and further develop our professional learning teams to foster collaborative programs and further engage our students and thus allowing us to by developing their capacity in communication, daily living and workplace skills and consolidate students' independent living skills. It will aim to further build students' self-esteem and social competence. A written program of studies in this area will support our accountability of collaborative programs and the use of up to date technology and equipment will improve our ability to be innovative through a variety of teaching strategies.

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Enhance student learning outcomes in communication, numeracy and living skills.	<p>Student progress toward learning outcomes will be reflected and formally reported at half year and end of year report cycle. 100% of students will have a report in all three curriculum areas reporting their progress and response to learning through the arts.</p> <p>100% of students will have assessment tracking in the areas of English Speaking and Listening, English Reading and Writing, Personal Learning, Interpersonal Development, using the ABLES assessment tools.</p> <p>100% of students are working towards educational objectives based on Working Towards Level 1 VELS.</p>	<p>Embed VPAC for all year levels across affective, cognitive and psychomotor domains for EEP-12 and provide an evidence base to showcase to other schools.</p> <p>Integrate VPAC into the Working Towards Level 1 of the Victorian Essential Learning Standards.</p> <p>Implement Abilities Based Learning and Education Support (ABLES) assessment tool.</p>
Student Engagement and Wellbeing	To maximise student attention to, and engagement in, learning.	By 2015, the learning environment variable in the staff opinion survey will increase to 80 or more. (Currently 70.1)	Enhance professional efficacy
Student Pathways and Transitions	To enhance the transition of students into, within and out of the school in order to realise their full academic and social potential.	By 2015, data from school designed surveys to demonstrate increasing parent satisfaction with transition year to year, prep enrolment and enrolment through the year using 2011 data as a benchmark.	Embed professional collaborative practice and language

School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning	Year 1	<ul style="list-style-type: none"> ▪ 100% of students have assessment tracking in at least one of ABLES assessment. ▪ Align Visual and Performing Arts Curriculum (VAPC) and Working Towards Level 1 VELs (WTL1) documents by end of year in the area of English Speaking and Listening. This is reflected by the use of WTL1 for writing of educational objectives and student goals. 	<ul style="list-style-type: none"> ▪ 100% of students will have assessment tracking in the areas of English Speaking and Listening, English Reading and Writing, using the ABLES assessment tools. • Student progress toward learning outcomes will be reflected and formally reported at half year and end of year report cycle. • Fully aligned VPAC and Working Towards Level 1 document
	Year 2	<ul style="list-style-type: none"> ▪ Align Visual and Performing Arts Curriculum (VAPC) and Working Towards Level 1 VELs documents by end of year in the area of English Reading and Writing. This is reflected by the use of WTL1 for writing of educational objectives and student goals ▪ Maximise the use of the Integrated Services Committee as a collaborative tool. ▪ Maximise the use of technology in work programs 	<ul style="list-style-type: none"> ▪ 100% of students will have a report in English Speaking and Listening, English Reading and Writing reporting their progress and response to learning through the arts. ▪ Formalised observer role for a teacher for professional learning of individual student program support ▪ Increase the use of mobile devices for students to 100% of students where appropriate
	Year 3	<ul style="list-style-type: none"> ▪ Align Visual and Performing Arts Curriculum (VAPC) and Towards Level 1 VELs documents by end of year in the area of Interpersonal Development and Personal learning. This is reflected by the use of WTL1 for writing of educational objectives and student goals ▪ Develop curriculum designed around ICT development 	<ul style="list-style-type: none"> ▪ 100% of students will have assessment tracking in the areas of English Speaking and Listening, English Reading and Writing, Personal Learning, Interpersonal Development, using the ABLES assessment tools ▪ 100% of students are working towards educational objectives based on an integrated VPAC and Towards Level 1 VELs.
	Year 4	<ul style="list-style-type: none"> ▪ Develop strong, distributed instructional leadership. 	<ul style="list-style-type: none"> ▪ Provide 100% of teaching staff with opportunities to visit staff in other schools, visit each other's classrooms within the school and participate in "instructional learning walks"
	Year 1	<ul style="list-style-type: none"> ▪ 33% staff visited other Special School Setting and reported back to sub school team. 	<ul style="list-style-type: none"> ▪ Development of Professional Learning Teams (PLT) that align with class grouping 'streams' in the areas

Student Engagement and Wellbeing		<ul style="list-style-type: none"> ▪ 30% staff delivered PD to either whole school or sub school teams. 20% staff delivered paper at external educational forum. ▪ Creation of PLTs timetabled for collaboration 	<p>of Communication/ Literacy, Living Skills, Sensory Processing. PLT's to focus on assessment, planning and program delivery relevant to student cohort.</p> <ul style="list-style-type: none"> ▪ PLT's meeting fortnightly with focus on assessment. Development of assessment and data tools relevant to cohort of students.
	Year 2	<ul style="list-style-type: none"> ▪ Budget for individual and teams of staff to conduct Professional Development with colleagues ▪ Consultation in relation to e5 Instructional Model and PDP processes complete and draft PDP template produced (final prep. for start cycle May 2013). 	<ul style="list-style-type: none"> ▪ 100% of staff to deliver Professional Development within PPSS and at external professional forums to share the success of a Visual and Performing Arts Curriculum. ▪ Based on e⁵ Instructional Model all staff consults in the preparation of a new, more relevant Professional Development Plan (PDP) template.
	Year 3	<ul style="list-style-type: none"> ▪ Expand professional learning teams (PLT) to foster collaborative practice through the inclusion of team goals. ▪ Nurture the use and knowledge of collaborative multi-disciplinary teams so the therapy input and knowledge of learning is shared and consistent 	<ul style="list-style-type: none"> ▪ 50% staff involved in collaborative programs based on student learning outcomes, reflected in PDP ▪ 60% students have collaboratively written report documenting learning progress within all curriculum areas.
	Year 4	<ul style="list-style-type: none"> ▪ Strengthen accountability of collaborative team handovers. 	<ul style="list-style-type: none"> ▪ 100% students have collaboratively written report documenting learning progress within all curriculum areas.
Student Pathways and Transitions	Year 1	<ul style="list-style-type: none"> ▪ 100% staff delivered PD to either whole school or sub school teams. 20% staff delivered papers ▪ Strengthen accountability of collaborative team handovers. 	<ul style="list-style-type: none"> ▪ 100% of staff to visit other special education settings to view and spare expertise ▪ Timetabled handover and transition days embedded into the yearly plan
	Year 2	<ul style="list-style-type: none"> ▪ Utilise principles from the e⁵ instructional model -engage, explore, explain, elaborate, evaluate. 	<ul style="list-style-type: none"> ▪ 100% staff involved in collaborative programs based on student learning outcomes, reflected in PDP ▪ 100%% students have collaboratively written report documenting learning progress within all curriculum areas. ▪ 100% of teaching staff involved in principles from the e⁵ instructional model, reflected in PDP
	Year 3	<ul style="list-style-type: none"> ▪ Focus on multiple sources of feedback including colleague feedback and reflection. 	<ul style="list-style-type: none"> ▪ 100% staff involved in feedback i.e. peer observation, coaching and cluster interaction

		<ul style="list-style-type: none"> ▪ Modify LwP or set up a system such as the Student Mapping Tool to track the progress of every student as they move through the school to further monitor and provide personalised pathways. 	<ul style="list-style-type: none"> ▪ Utilise references such as the Teachers Resource Kit - Moving Schools: Making the transition positive. Develop a PPSS Transition version
	Year 4	<ul style="list-style-type: none"> ▪ Embed a pedagogical vision for teaching and learning for the 21st century ▪ Nurture the use and knowledge of collaborative multi-disciplinary teams so the therapy input and knowledge of learning is shared and consistent. 	<ul style="list-style-type: none"> ▪ 100% staff involved in collaborative programs based on student learning outcomes, reflected in PDP. ▪ 100 % students have collaboratively written report documenting learning progress within at all curriculum area. ▪ 100% of students have tracking data completed at the end of each year to enhance communication regarding current skill abilities.