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| **Diamond Valley Special Developmental School****5161** **Strategic Plan 2017-2020** | **Endorsement**Principal: Brendan White 23/11/16 School council Ninette Young 23/11/16] Delegate of the Secretary: Rebecca Haig 23/11/16  | **Re-Endorsement** (if a Goal, KIS or Target is changed)**………………………………………**[name] [date]**………………………………………**[name] [date]**………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)**………………………………………**[name] [date]**………………………………………**[name] [date]**………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| The simplicity of our vision statement, ‘Everyone’s world becomes a better place’ is integral in affirming the limitlessness of the vision. Each member of our school and extended community can relate to the vision. Parents, students, staff and community were consulted when reviewing how well the prior vision reflected the needs and aspirations of the school and consideration of what future we wanted to create for our community. In line with the school’s vision, we are confidently promoting a vibrant learning community, delivering an inclusive and supportive educational experience. | At Diamond Valley Special Developmental School we aim to provide a safe and effective learning environment for every student. Our professional, empathetic and energised staff are focussed on the core values of our school: respect, integrity and responsibility. We understand that real life experiences are the most effective and meaningful way for a student to learn. Therefore we provide a practical, diverse and comprehensive curriculum that stimulates and motives our students to learn and experience success. The core values of the school remain as signposts for what the school continues to stand for.Embedding these values in our daily interactions ensures we maintain them as guiding principles and beliefs for current and new members of our school community. Our school motto; *Live, Laugh, Learn* remains current in our daily communications and service delivery to students, families and the community. | Diamond Valley Special Developmental School has been proudly educating children with special needs for twenty-nine years. We provide a safe and effective learning environment for students with moderate to severe intellectual disabilities. Our school is located in Greensborough and caters for approximately 138 students aged 5 to 18 years.Many students have multiple diagnoses of disability including sensory or physical impairment, Autism, Attention Deficit Hyperactivity Disorder, Down syndrome and /or challenging behaviours. The school has a family occupation employment rate of 65% and 35% of families accessing Health Care Card benefits. The combination of graduating students and new enrolments shows an overall student population increase of 7.98% over the past 12 months.We have enhanced learning pathways that include classrooms in our local community schools.We have seven offsite satellite classrooms in three local schools; two at Briar Hill Primary School, two at Apollo Parkways Primary School, two at Greensborough Secondary College and one in the Whittlesea township. Classes and programmes are constructed after policy referencing, consultation and consideration of the student’s age, capabilities and learning priorities. We have strong links with other educational services in our area and support a number of our students through integration programmes at their local schools and pre-schools. A challenge for the school is to identify effective assessment tools and consistently use assessment information to inform planning and teaching and to track individual student progress. Building effective partnerships to improve student and parent engagement in learning continues to be a challenge at Diamond Valley SDS. As the student and staff cohort continues to expand, leadership structures need to be reviewed to ascertain the best model to meet the changing needs of the school. | Diamond Valley Special Developmental School and the Victorian Curriculum both propose that students need to develop a set of knowledge, skills and behaviours that will prepare them for success in their adult life. With this in mind our school’s educational programmes aim to develop student capabilities to:• Manage themselves as individuals and in relation to others• Understand the world in which they live• Develop skills, knowledge and understandingOur purpose is supported by programmes, resources and staff to deliver enriched learning opportunities, providing students and their families with an inclusive and supportive educational experience. We strive to confidently promote a vibrant learning environment with innovative programmes to meet the specific needs of our cohort including onsite horse riding, extensive ICT based programming, aqua therapy and independent living centre programmes.The importance of a specialist curriculum and individual learning plans for each student are key in promoting the best outcomes for our students. This is demonstrated through the results our students achieve with greater than 80% of all students achieving their Individual Learning Plan goals each year. Priorities identified for forward planning include embedding more effective communication with families and community services. Developing opportunities for students to express their opinions and interests in the school community. To develop the school curriculum in the specific areas of early years and senior pathways. Enhancement of student learning outcomes to be enriched through the development of a new model of leadership. |
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| **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 embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders.  | Community engagement in learning* Parents and carers as partners
* Networks with schools services and agencies
 | Continue to develop the transition process across the school. | Improved understanding of the transition processes as determined via parent feedback data.  |
| Develop a communication rich environment and opportunities for student voice. | Greater presence of student leadership, reflection, expression and feedback at school and community events.  |
| Increase professional collaboration with other services. | To develop a database of relevant facilities, services and organisations within our locality for families and professionals.  |
| Embed a culture of effective and sustainable parent/carer and community partnerships with the school.  | Cultivate digital and traditional communication tools to improve engagement between the school and key stakeholders.  |
| To develop implement and sustain a whole school approach to the systematic collection, documentation and sharing of evidence to make informed decisions about what works to improve student outcomes.  | Excellence in teaching and learning* Evidence-based high-impact strategies
* Evaluating impact on learning
 | Implementation of the revised and improved whole school positive behaviour support model. | Successful implementation of the new PBS system and school wide tracking.  |
| Investigation and introduction of a new play based early years model.  | Establishment of a framework for the delivery of the programme by the interdisciplinary team. |
| Develop and implement a standardised digital system for collection and recording of data. | 100% of teachers will use the digital system for collection and recording of all relevant student data. |
| Development of an extended community focused 15 plus pathways programme. | Timetables will reflect and increased level of engagement in community programmes.  |
| To develop and sustain a leadership model that achieves collective efficacy and responsibility towards continual school improvement. | Professional Leadership* Instructional and shared leadership
 | Introduce a leadership structure to provide efficiency, succession planning and improves student achievement, engagement and wellbeing. | Trial a new model and review in 12 months. |
| To provide resources for members of the school community to access opportunities for growth. | Funding and professional development targeted to school community outcomes. |
| To provide opportunities for all members of staff to participate in a culture of empowerment. | School wide and individual professional development log will reflect the opportunities staff have accessed. |
| To capitalise on staff craft knowledge to support continual school improvement and learning opportunities for students that build independence and readiness for post school life.  | Each year Professional Learning Teams will reflect the direction of school priorities for student learning and create new learning teams and committees as needed.  |