**School Strategic Plan 2023-2027**

Glenroy Specialist School (4915)



Submitted for review by Jennifer Mullins (School Principal) on 16 October, 2023 at 01:50 PM  
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 16 October, 2023 at 02:03 PM  
Endorsed by Mrs Perugini (School Council President) on 06 November, 2023 at 02:31 PM

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| School vision | Our vision at Glenroy Specialist School is to educate in an inclusive, respectful, compassionate and creative learning environment. This provides the opportunity for our community to feel empowered, happy, resilient and proud. |
| School values | Glenroy Specialist School values are Respect, Inclusion, Creativity and Compassion  Respect: Treating others with integrity, consideration, and honesty. Inclusion: Providing a safe, supportive, and welcoming environment where all members of the Glenroy Specialist School community have a sense of belonging. Creativity: To create a stimulating and diverse learning environment that promotes engagement and independence.  Compassion: Expressing thoughtfulness, kindness and having empathy towards all members of our school community. |
| Context challenges | Overview Glenroy specialist School is located at 208 Hilton street, Glenroy in the municipality of Merri-bek. The current school building opened in 2013. The school was designed to cater for the specific needs of students who have physical or multiple disabilities, including complex medical needs.   The school is divided into Junior (5-8 years of age), Middle (8 -13 years of age) and Senior (13-18 years of age) sub-schools. Classes are structured to bring together groups of students of similar ages with similar learning styles. Each student's learning program addresses goals set in their Individual Learning Plan which is formulated and reviewed in Student Support Group meetings.  Staff work in a ‘Team Around the Learner’ model, where teams of Teachers, Speech Pathologists, Occupational Therapists and Physiotherapists, Education Support staff and Nurses work together to enable each student to access and be actively engaged in age appropriate and challenging learning programs whilst ensuring the physical health and wellbeing is attended to.  Glenroy Specialist School provides a differentiated curriculum, using the Victorian Curriculum, which caters for the specific learning needs of their students who have physical or multiple disabilities or complex health needs. Students are aged between 5 to18 years old. Most students are working towards the Victorian Curriculum Levels A and B, and all are supported by an Individual Learning Plan.  There is a school wide focus on Aided and Augmentative Communication, with PODD used widely across the school. Students actively participate in all aspects of school life. School Wide Positive Behaviour Supports maximise engagement in learning. The Mealtime Program provides students with 1:1 time for nutrition and hydration, alongside individualised skill development and targeted communication.   Approximately one third of the school community are from non-English speaking backgrounds. There is a continued focus on the transition processes for all students and improved family supports through community building and access to services. Partnerships between the school and community agencies support and enrich the work of the school. Incursions and excursions along with links with Early Intervention agencies, and adult service providers for students in their last 2 years of school, allow the students to enhance their learning through accessing the community.   Challenges identified over the life of the next SSP 2023-2027: • Need to review role clarity for all staff to build collective efficacy. • Build mid-level leaders’ capacity to strengthen the instructional model. • Refine and further develop the PLC process and inquiry model to support teacher collaboration and assessment moderation. • Identification of assessment tools that will allow staff to track student learning growth.  • Continued professional learning at a whole school level to strengthen the comprehensive literacy instructional model being introduced. • Build a whole school understanding of what student agency is at GSS and to develop opportunities for agency amongst the students at Glenroy Specialist School.  • Strengthening of school and family links. |
| Intent, rationale and focus | Glenroy Specialist School provides students with engaging and accessible opportunities for building communication skills, academic learning and personal development. Through a collaborative approach, staff work to ensure students are safe, able and willing to take an active role in their learning. Following the Victorian Curriculum, assessment and reporting processes ensure differentiated teaching is embedded in planning and daily teaching practices. The school encompasses a positive climate fostering individual student achievement.    Maintaining an environment that caters for the complexity of the needs of the student cohort is essential to their continued progress and requires the collaboration of a range of stakeholders. The school has adopted the Team Around the Leaner model, where Teaching Staff, Speech Pathologists, Occupational Therapists and Physiotherapists plan together to deliver learning programs that optimise student growth. Families are provided with the opportunity to contribute to the development of IEP’s through termly Student Support Group meetings. The school is committed to strengthening links with families and community supports to ensure consistency and clarity during times of transition. Moving forward the school will maintain these collaborative practices and explore how best to align and optimise the many supports students have in place.   Through the school review process, it was recognised that the following elements in line with the FISO 2.0 core elements and continua of practice are prioritised to ensure the continued growth of the school.   Leadership  • Review the role clarity for all staff to build collective efficacy and staff resilience. • Review and refine the role congruence of all staff in the TAL approach, including norms and protocols, to maximise student engagement and learning. • Continue to review and refine the organisational structures to ensure wholistic support for students is maximised, including the Therapy Independence Program (TIP). • Build the mid-level leadership capacity to enable focused classroom observations and peer mentoring to share best practice.  Teaching and Learning  • Continue to strengthen the Team Around the Learner model, including role clarity and improved communication between teachers, ES and allied health staff. • Continued professional learning and induction of new staff members in using augmented and alternative communication strategies and tools. • Consider how the strengths of the comprehensive literacy instruction process be adapted or applied to other areas of the curriculum. • Provide professional practice support through classroom observations, coaching and effective feedback focused on improvement. • Align improved professional practice with the school’s strategic plan, facilitated through an inquiry cycle.  Assessment  • Further enable opportunities for teachers to share effective assessment practices. • Further develop the PLC process to support teachers’ collaboration and assessment moderation. • Continue to investigate and implement assessment tools that will support teachers to track student learning growth.  Engagement  • Continue to embed and strengthen the use of SWPBS to enhance student engagement. This includes upskilling Education Support staff in inclusive classroom practices. • Build a whole staff understanding of what student agency is within the school’s context to then further develop opportunities for student agency in the future, including how to maximise student agency to motivate students to extend themselves in learning tasks.  Support and resources  • Strengthened transition practices with a focus on post school transitions. • Developed opportunities for parents to further engage with the school and other parents. • Continue to support students through improved connections with external agencies that provide support. |

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| Goal 1 | Optimise learning growth for all students |
| Target 1.1 | Victorian Curriculum: By the end of 2027, to increase the percentage of students who achieve two or more English or Mathematics learning goals in their Individual Education Plan over the strategic plan period from 66 per cent in 2022 to 71 per cent. |
| Target 1.2 | School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by all staff for the factors of:   * Instructional leadership from 68 per cent in 2022 to 73 per cent * Staff trust in colleagues from 64 per cent in 2022 to 69 per cent * Collective efficacy from 70 per cent in 2022 to 75 per cent |
| Target 1.3 | School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by teachers and principals for the factors of:   * Moderate assessment tasks together from 35 per cent in 2022 to 51 per cent * Time to share pedagogical content knowledge from 45 per cent in 2022 to 50 per cent * Collaborate to scaffold student learning from 40 per cent in 2022 to 45 per cent * Professional learning through peer observations from 35 per cent in 2022 to 40 per cent |
| 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 | Refine and develop the instructional practices of all staff. |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 1.b 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 | Improved use of PLCs to strengthen staff practice. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| Key Improvement Strategy 1.c 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 | Build staff capacity to use assessment to inform and track student learning growth. |
| Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| Goal 2 | Maximise the health and wellbeing for all students |
| Target 2.1 | Victorian Curriculum: By the end of 2027, to increase the percentage of students who achieve two or more Personal and Social Capability learning goals in their Individual Education Plan over the strategic plan period from 71 per cent in 2022 to 77 per cent. |
| Target 2.2 | School Staff Survey: By the end of 2027, increase the percentage of positive endorsement by all staff for the factors of:   * Shielding and buffering from 49 per cent in 2022 to 54 per cent * Build Resilience and a Resilient, Supportive Environment from 58 per cent in 2022 to 63 per cent |
| Target 2.3 | Parent Opinion Survey: By the end of 2027, increase or maintain the percentage of positive endorsement for:   * the factor Positive transitions at 92 per cent in 2021 * the module of Student development from 83 per cent in 2021 to 88 per cent   (Note: The panel agreed to use the 2021 POS results to set these targets as the 2022 POS was deemed invalid due to the low percentage of parent responses) |
| Key Improvement Strategy 2.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 | Build student engagement through improved pedagogical practices, including student agency. |
| Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.b 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 | Develop a framework to align and optimise support for students. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| Key Improvement Strategy 2.c 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 | Review and strengthen supports for all students’ transition pathways. |
| Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |