

School Strategic Plan 2023-2027

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 22 November, 2023 at 03:37 PM

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School Strategic Plan - 2023-2027

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School vision	At Coburg SDS, we strive to provide all students with the skills necessary to meet their full potential through our child centred learning approach. Students are empowered to be active members of the school and wider community by building independence, communication and relationships. We foster a strong community whilst working together as a team to provide a positive, safe, engaging and innovative learning environment where student voice, and readiness for life after school, are at the centre of our teaching and learning.
School values	<p>Coburg SDS has a well-developed curriculum, with a 4 year Scope and Sequence, that is based on the Victorian Curriculum and which caters for students with a disability. We use a Child Centred Learning approach that works towards meeting the individual needs of each student. Learning goals for each student are established through negotiated education plans developed, in conjunction with families, by our transdisciplinary team of teachers, education support staff and allied health staff. The school employs speech pathologists, an occupational therapist, a Mental Health Practitioner and a Mental Health and Wellbeing Leader to ensure all students can engage as effectively as possible with the curriculum.</p> <p>Our school follows the School Wide Positive Behaviour Supports (SWPBS) framework. SWPBS has been developed from evidence and data; demonstrating the most effective ways to prevent and respond to undesired behaviour at school by explicit teaching and reinforcements of desired behaviours. Research has shown that SWPBS is successful in reducing undesired behaviour, improving school culture, and increasing academic performance.</p> <p>Our school values are Building Independence, Building Communication and Building Relationships. These values were developed with input from staff and families during 2017 and reflected upon by all stakeholders in 2023 during the review process. These values continue to reflect what is important to everyone in our school community.</p> <p>Building Independence Coburg SDS believes that every child can learn and every child has the right to a safe and engaging learning environment. All students are supported to develop their own abilities in the area of independence and life skills. Our school looks at learning as a continuous process and a lifelong journey for both students and staff. All students learn in their own way and the team around the learner (teacher, education support, allied health staff) works to identify each student's strengths and needs so it can build an educational program suited to the child.</p> <p>Building Communication Coburg SDS has a communication policy based on the Communication Bill of Rights which advocates that "all people with a disability of any extent or severity have a basic right to affect, through communication, the conditions of their existence." Students at Coburg SDS are supported to find their voice through a multi modal approach. We have adopted the use of PODD universally to model</p>

	<p>consistent language and use a range of Augmentative and Alternative Communication (AAC) and Visual Supports. They are encouraged to communicate for a range of functions which may include to make choices, accept, reject and make comments. Our School has a Student Voice Coordinator who works to embed practices from the Amplify Program which include developing student leadership and student decision making throughout the school as well as building agency in their own learning. Our school has a communication team working to become a communication accessible school where all members of our community are able to engage in successful interactions by catering to their communication needs.</p> <p>Building Relationships Coburg SDS believes that having positive relationships enhances the quality of life for our students, their families and the community in which they are engaged. Play based learning in the Early Years helps to build the foundation of the social learning needed to later participate in group activities, projects and community activities. Students learn how to engage in the community in a safe and positive way through life skills and health and wellbeing programs. Students have opportunities to engage in our local community through activities which include shopping, Café Coburg, school incursions, swimming, interschool sport and visits to the local venues.</p>
<p>Context challenges</p>	<p>Coburg SDS is a dynamic Special Developmental School situated in the North Western region of Melbourne. We provide a friendly and caring environment that enhances learning, personal growth and well-being for all students. The school caters for families from the northern and western suburbs, from a range of socio-economic and ethnic background. Students attending the school generally reside within our designated transport area.</p> <p>Our school currently caters for 56 students with a primary diagnosis of moderate to severe intellectual disability. Many of our students have other additional needs that affect their learning including but not limited to autism spectrum disorder, physical disabilities, complex communication and high sensory needs. We provide a caring and challenging environment that enhances learning, personal growth and well-being for all students. We will be moving to our new school site in Term 2 of 2024. This is an extremely exciting prospect as we adjust to an environment that is purpose built for flexible and contemporary teaching and learning. Our school is culturally diverse with 30% of families having a language background other than English (LOTE), with the largest LOTE groups being Chinese (Mandarin) and Arabic. The school also has strong representation from the Koorie community. We are proud of our diversity and inclusive school community.</p> <p>Our key challenges for the new Strategic Plan focus on consistently embedding the CSDS instructional model in all classes and learning areas for all students. The inception of a Learning Specialist position into our workforce plan will be the key driver to ensuring the success of this goal and establishing purposeful and structured teaching across the whole curriculum.</p> <p>Since introducing the Professional Learning Communities model, our school was invited to become a PLC Link school in 2022. In this, we lead cross school collaboration activities to support the system-wide spreading of effective and impactful PLC practices in Victorian government schools. Our challenge in this is to continue the development and practices of our PLCs to ensure fidelity when supporting other schools in their PLC implementation.</p> <p>The transition to Disability Inclusion funding in 2025 will also be a major focus next year as we prepare for this change. Documenting the significant adjustments that are made for every one of our students will ensure we maximise the opportunities for them all.</p>

Intent, rationale and focus

Coburg SDS is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy, confident and feel safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked. The school is also committed to providing the necessary support to ensure our students are developed intellectually, physically, emotionally and socially. All of our students have a moderate to severe intellectual disability and require additional support to learn to communicate, build relationships and develop independence. The Child Centred Learning (CCL) approach ensures that each student has an Individualised learning program which meets their specific needs and is reflected upon each week at CCL meetings. The CCL team works in a tiered approach to interventions and support to ensure each student can access the curriculum.

Over the next four years of this Strategic Plan, we will be prioritising the following areas:

- * improve learning outcomes for all students by focussing on the gains of the last four year plan and ensure that strong processes and strategies around teaching and learning are fully embedded.
- * enhance each student's wellbeing by continuing whole school approaches and tiered supports to create a safe and inclusive environment. The employment of both the Mental Health Practitioner and the Mental Health and Wellbeing Leader add dimension to our current wellbeing practices, in connection with utilising the mental health fund and the mental health menu.

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Goal 1	Improve learning outcomes for all students
Target 1.1	<p>By 2027, increase the percentages of students achieving Teacher judgement growth within or above Victorian Curriculum levels (A-D) in:</p> <ul style="list-style-type: none">• Speaking and listening, from 83% in 2023 (semester 1) to 86%• Reading and viewing, from 83% in 2023 (semester 1) to 86%• Number and algebra, from 90% in 2023 (semester 1) to 93%.
Target 1.2	<p>By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none">• Student voice and agency from 68% in 2022 to 75%• High expectations for success from 68% in 2022 to 75%.
Target 1.3	<p>By 2027, increase the percentage of staff responding positively to the School Staff Survey factors:</p> <ul style="list-style-type: none">• Understand formative assessment factor from 33% in 2022 to 50%• Promote student ownership of learning factor from 33% in 2022 to 50%• Use student feedback to improve practice factor from 33% in 2022 to 60%• Skills to measure impact factor from 50% in 2022 to 55%.

Target 1.4	By 2027, increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.75.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Consistently embed the CSDS instructional model in all classes and learning areas for all students
Key Improvement Strategy 1.a 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.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
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	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum	

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	
<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>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</p>	
<p>Goal 2</p>	<p>Enhance each students' wellbeing</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Perseverance from 60% in 2022 to 67% • Sense of confidence from 68% in 2022 to 75% • Sense of inclusion 68% in 2022 to 78% • Sense of connectedness from 79% in 2022 to 83%.

Target 2.2	<p>By 2027, increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 80%.</p>
Target 2.3	<p>By 2027, increase the whole school student communication profile scores for:</p> <ul style="list-style-type: none"> • Requesting assistance from 2.66 in 2022 to 2.75 • Expression of enjoyment – emotion from 2.38 in 2022 to 2.75
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Continue whole school approaches to improve student wellbeing</p>
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.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared	

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen partnerships with families, carers, specialist providers, wider community, and organisations</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>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</p>	