

School Strategic Plan for Bendigo Special Developmental School Loddon Mallee Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name: Julie Hommelhoff</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name: Brett Scholes</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name: Vincent Dobbs (RNL)</p> <p>Date.....</p>

School Profile

Purpose	Values	Environmental Context
Bendigo Special Developmental School (B.S.D.S) in partnership with parents, carers and the community aims to provide students with Individual Educational Programs that will maximise opportunities to improve educational outcomes.	<p>Respect: Our School Community is encouraged to treat others with grace and kindness. The use of manners is respect in action.</p> <p>Honesty: Our school Community demonstrates honesty in our daily actions by behaving with fairness, truthfulness and sincerity.</p> <p>Encouragement: Our School Community promotes encouragement to inspire and build confidence.</p> <p>Professionalism: We Honour our job descriptions and work place values.</p>	<p>Bendigo Special Developmental School provides educational programs for school age students (5 – 18) with moderate to severe intellectual disabilities from a large regional base. Recent increases in student enrolments are expected to continue.</p> <p>Curriculum is adapted and delivered through a wide range of resources and facilities</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	Improve student learning outcomes for all students	<p>In each year of the strategic plan 85% of students will achieve the goals established in their Individual Education Plan</p> <p>For 100% of students to be assessed by the school data plan by the end of four year period</p>	Implement a consistent whole school approach to assessment and planning that ensures the curriculum is differentiated to engage, support and challenge students
Student Engagement and Wellbeing	Engage all students in their learning and develop in each student a sense of wellbeing and connectedness to school	By 2016 the variable scores of the following in the parent opinion survey to be at, or above: peer connectedness – 6.0, student motivation 6.1, and school connectedness 6.2	Maintain a whole-school focus on the promotion of positive relationships, student resilience and responsible behaviour

Student Pathways and Transitions	Improve transitions and pathways that maximize learning outcomes for all students at all stages of schooling	By 2016 the parent opinion survey transition scores to be at or above 6.0	Embed pathway processes for all students from entry to school to post school placement
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School Strategic Planner 2013- 2016: 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"> ▪ Development of Teaching & Learning Teams ▪ Use ABLES (Abilities Based Learning and Education Support) ▪ Audit assessment and recording tools across the school ▪ Audit whole school resources to support term themes 	<ul style="list-style-type: none"> ▪ Successful team planning ▪ All students have reports from ABLES twice a year. ▪ Database of audit ▪ Updated and complete data base
	Year 2	<ul style="list-style-type: none"> ▪ Review Assessment & Reporting practices (IEP's, Reports, Digital Portfolios, PSGs, SACs) ▪ Explore explicit teaching models 	<ul style="list-style-type: none"> ▪ To be using common assessment and reporting tools ▪ An agreed teaching model will be practised
	Year 3	<ul style="list-style-type: none"> ▪ Formulate Data Plan across the school ▪ Use explicit teaching models into classrooms and student learning. 	<ul style="list-style-type: none"> ▪ All students assessed according to the school data plan ▪ All teachers to be using the explicit teaching model in their classroom and documented through weekly planner/term planner
	Year 4	<ul style="list-style-type: none"> ▪ Embed Actions from Year 1,2 & 3 	<ul style="list-style-type: none"> ▪ All teachers to be using data plan, using rich data, planning in teams and the agreed explicit teaching model.
Student Engagement and Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Explore what 'like' schools are doing 	<ul style="list-style-type: none"> ▪ Collate relevant data
	Year 2	<ul style="list-style-type: none"> ▪ Introduce an appropriate resilience program throughout the school 	<ul style="list-style-type: none"> ▪ An agreed process to build student resilience
	Year 3	<ul style="list-style-type: none"> ▪ Implement and evaluate an appropriate resilience program throughout the school 	<ul style="list-style-type: none"> ▪ Parent Opinion Results
	Year 4	<ul style="list-style-type: none"> ▪ Embedding an appropriate resilience program throughout the school 	<ul style="list-style-type: none"> ▪ All students will be actively involved in a resilience program
Student Pathways and Transitions	Year 1	<ul style="list-style-type: none"> ▪ Review the effectiveness of the whole school transition program 	<ul style="list-style-type: none"> ▪ Identify areas of need
	Year 2	<ul style="list-style-type: none"> ▪ Develop and refine the whole school transition policies 	<ul style="list-style-type: none"> ▪ An active new student enrolment process
	Year 3	<ul style="list-style-type: none"> ▪ Implement and evaluate transition policies 	<ul style="list-style-type: none"> ▪ Parent Opinion Results
	Year 4	<ul style="list-style-type: none"> ▪ Embed whole school transition procedures 	<ul style="list-style-type: none"> ▪ Successful transition processes for all students

