

# School Strategic Plan 2019-2023

Southern Autistic School (5253)



Submitted for review by Bruce McPhate (School Principal) on 14 October, 2019 at 05:08 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 October, 2019 at 05:13 PM

Endorsed by Rochelle Pettit (School Council President) on 29 October, 2019 at 07:11 AM

# School Strategic Plan - 2019-2023

Southern Autistic School (5253)

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| <b>School vision</b>               | Our vision is to develop lifelong learners who have a sense of belonging and are encouraged to implement their skills and knowledge to make choices and accept responsibility for their decisions.  |
| <b>School values</b>               | <p>The school values Diversity and Equity, Co-operation and Collaboration, Mutual Respect, Productive Partnerships, Knowledge, Self-Awareness, Patience and Empathy.</p> <p>In developing School-Wide Positive Behaviour Support (SWPBS), the school has adopted the values: I am safe, I am a learner and I belong. These values underpin the development of SWPBS units of work which are linked to the Victorian Curriculum.</p>   |
| <b>Context challenges</b>          | Southern Autistic School enrolls students from across south-east Melbourne that meet the criteria of an autism diagnosis and a speech and language standardised score of below 70. All students are funded under the Program for Students with Disabilities (PSD). The school understands and provides supports that are specific to the needs of students with a diagnosis of autism. These include measuring and selecting appropriate learning outcomes, implementing the Strategies for Teaching Autism based on Research (STAR) program and the use of class structures that enable students to gain independence and receive individual support. All students are provided with an Individual Education Plan.   |
| <b>Intent, rationale and focus</b> | <p>Communication continues to be an important foci for all students, and the school recognizes that improved Literacy skills will directly and positively impact future successes for our students. Improved Literacy and communication will deliver further opportunities for improved student voice, providing students with an understanding that they can make choice and that the choices they make can affect their quality of life. Likewise, improved Numeracy is known to have positive outcomes for students and better prepares individuals to participate productively in their communities.</p> <p>Successful participation in learning continues to be a key goal for all students and will continue to be supported through further implementation of SWPBS.</p> |

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| <b>Goal 1</b>   | To ensure learning growth and high quality educational outcomes for all students with focus on English and Mathematics   |
| <b>Target 1.1</b>   | All students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years in English strands and Mathematics strands |
| <b>Key Improvement Strategy 1.a</b><br>Evidence-based high-impact teaching strategies | Further develop and embed the evidence-based SAS Autism Specific Classroom Instructional Model, incorporating STAR/Links   |
| <b>Key Improvement Strategy 1.b</b><br>Curriculum planning and assessment             | Develop agreed core models of teaching and learning practice in English and Mathematics  |
| <b>Key Improvement Strategy 1.c</b><br>Curriculum planning and assessment             | Ensure consistent assessment practices and processes to analyse and use data frequently to inform teaching and learning and decision-making  |
| <b>Key Improvement Strategy 1.d</b><br>Building practice excellence                   | Continue to build staff capacity to understand, embed and effectively apply the Autism Specific Classroom Instructional Model  |
| <b>Goal 2</b>   | For students to develop and display behaviours and attitudes that reflect the school values  |
| <b>Target 2.1</b>   | By 2022 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to increase as follows:<br><br>Safety domain  |

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|  | <ul style="list-style-type: none"> <li>• My child feels safe at school from 80 per cent in 2019 to 84 per cent</li> </ul> <p>Student development domain</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 66 per cent in 2019 to 70 per cent</li> <li>• Confidence and resiliency skills from 81 per cent in 2019 to 85 per cent</li> </ul> <p>Connection and progression domain</p> <ul style="list-style-type: none"> <li>• School Connectedness from 84 per cent in 2019 to 88 per cent</li> <li>• Positive transitions from 69 per cent in 2019 to 73 per cent</li> </ul> <p>SWPBS data will show reduction in both minor and major behaviours of concern over the life of this plan</p> |
| <p><b>Key Improvement Strategy 2.a</b><br/>Empowering students and building school pride</p> | Build staff capacity to consistently implement the School-Wide Positive Behaviour Support framework   |
| <p><b>Key Improvement Strategy 2.b</b><br/>Empowering students and building school pride</p> | Create and build student capacity and opportunities to have student voice, agency and leadership.   |
| <p><b>Goal 3</b></p>   | To develop the communication of all students to support interpersonal, social and personal capabilities   |
| <p><b>Target 3.1</b></p>   | All students assessed against the Victorian Curriculum <b>Levels A-10</b> will sustain their existing learning Level or make learning Level progress each two school years in:  |

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|  | <p>Health and Physical education</p> <ul style="list-style-type: none"> <li>• Communicating and Interacting for Health and Wellbeing</li> </ul> <p>Personal and Social Capability Strands of</p> <ul style="list-style-type: none"> <li>• Self-Awareness and Management</li> <li>• Social Awareness and Management</li> </ul> |
| <p><b>Key Improvement Strategy 3.a</b><br/>Empowering students and building school pride</p> | <p>Whole school consistent application of individualised communication strategies</p>   |
| <p><b>Key Improvement Strategy 3.b</b><br/>Curriculum planning and assessment</p>            | <p>Develop consistent curriculum delivery, assessment and reporting in the Victorian Curriculum Personal and Social Capability Strands</p>  |
| <p><b>Key Improvement Strategy 3.c</b><br/>Curriculum planning and assessment</p>            | <p>Develop for every student a communication profile that is embedded across all elements of the school day</p>   |