

# School Strategic Plan 2023-2027

Croydon Special Developmental School (5210)



Submitted for review by Christine Pillot (School Principal) on 04 September, 2023 at 03:19 PM

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# School Strategic Plan - 2023-2027

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<b>School vision</b>	At Croydon SDS, We are Creating Success.
<b>School values</b>	<p>The values our school community embraces are Care, Share, Do Your Best and Be Safe.</p> <ul style="list-style-type: none"><li>- Care for yourself, for other people, for property, for the environment.</li><li>- Share with people, things, ideas, times, take turns.</li><li>- Do your best; try hard, have a go, persist and do not give up.</li><li>- Be Safe; keep yourself and others safe.</li></ul> <p>Our values underpin all of our school practices, from policies, to processes and procedures, and learning and wellbeing programs. Care, Share, Do Your Best and Be Safe provide the framework for our school wide expected behaviours for all members of the Croydon SDS community. These school values strengthen the collaboration between community members to share our vision and work together to create success for all.</p>
<b>Context challenges</b>	<p>Croydon SDS caters for students with a moderate to severe intellectual disability. Class groups take into account individual student learning and supports to best cater for cohort needs. The diverse ability levels in each class requires the teacher to plan for differentiation and adopt a range of adjustments to meet the learning and wellbeing needs of each student in the class. Ongoing professional learning, coaching and mentoring is required to upskill and support Teacher and Education Support staff growth to best cater for students.</p> <p>We have identified that some of our key challenges over the next 4 years will be engaging our parent/carer community. More than 50 percent of our students travel to and from school on buses, providing less opportunities for face-to-face conversations. Following COVID remote and flexible learning, we have many parents and carers who still prefer to attend Student Support Group Meetings online or by phone. Our changing enrolment demographics with an increasing multicultural population requires us to engage with parents/carers through an interpreter, where the communication and messages is limited for both parties.</p> <p>Our parents and carers are key stakeholders in our community; they are an integral part of the home-school partnership, to maximise impact in creating success for their child. Increasing community engagement will be a targeted focus area of work over the next 4 years.</p>

<b>Intent, rationale and focus</b>	<p>At Croydon SDS we are working to achieve 3 key improvement areas:</p> <ul style="list-style-type: none"><li>- Fully develop and embed the school's approaches to teaching, learning and the curriculum to improve student learning outcomes.</li><li>- Strengthen student engagement and wellbeing by increasing student voice and agency, parent partnerships and embedding multi-tiered systems of support.</li><li>- Work with stakeholders to build a culture of continuous improvement.</li></ul> <p>Over the next 4 years, we plan to work on each of these key areas annually as they are equally a priority for their individual reasons; however, they share the common purpose to have a positive whole school impact to achieve our vision. We have broken down and mapped out these key areas, with the intent to further develop and embed each year.</p>
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<b>Goal 1</b>	Improve learning outcomes for all students.
<b>Target 1.1</b>	Learning growth – Individual Education Plan (IEP) Learning Goals <ul style="list-style-type: none"><li>• By 2027, increase the percentage of students achieving their IEP learning goals (3 or above on the 5 point scale) from 29.5% (2023) to 65%</li></ul>
<b>Target 1.2</b>	<u>School Staff Survey (SSS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"><li>• <i>Collective responsibility</i> from 63% (2022) to 70%</li><li>• <i>Seek feedback to improve practice</i> from 43% (2022) to 55%</li><li>• <i>Understand how to analyse data</i> from 29% (2022) to 55%</li><li>• <i>Moderate assessment tasks together</i> from 14% (2022) to 55%.</li></ul>
<b>Target 1.3</b>	<u>Student Attitudes to School Survey (AtoSS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"><li>• <i>My teacher helps me to understand things</i> from 78% (2023) to 85%</li><li>• <i>My teacher helps me to do my best</i> from 61% (2023) to 70%</li><li>• <i>My teacher expects me to do well at school</i> from 89% (2023) to 92%</li><li>• <i>I am good at learning</i> from 83% (2023) to 87%.</li></ul>

<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further develop and embed the pedagogy, curriculum, and approaches for the teaching of literacy.</p>
<p><b>Key Improvement Strategy 1.a</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><b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop and embed assessment practices to measure learning growth and inform teaching and learning.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Work with stakeholders and embed the use of the improvement cycle to build a culture of continuous improvement.</p>

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 1.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Goal 2</b></p>	<p>Strengthen student wellbeing and engagement across the school community.</p>
<p><b>Target 2.1</b></p>	<p><u>School Staff Survey (SSS)</u> By 2027, increase the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• <i>Parent and community involvement</i> from 52% (2022) to 60%</li> <li>• <i>Promote student ownership of learning</i> from 86% (2022) to 88%.</li> </ul>
<p><b>Target 2.2</b></p>	<p><u>Student participation in Student Support Group (SSG) Meetings</u> By 2026, increase the percentage of Secondary and Transition students participating in SSG meetings from 28% (2022) to 55%.</p>
<p><b>Target 2.3</b></p>	<p><u>Parent Opinion Survey (POS)</u> By 2027, increase the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> <li>• <i>Student agency and voice</i> from 67% (2022) to 75%</li> <li>• <i>Parent participation and involvement</i> from 80% (2022) to 88%</li> <li>• <i>Student motivation and support</i> from 70% (2022) to 78%.</li> </ul>

<b>Target 2.4</b>	<u>Behavioural incidents</u> By 2027, decrease the average per student percentage of reported schoolwide universal major and minor incidences from 7.2% to 6.0%.
<b>Target 2.5</b>	<u>Student Attitudes to School Survey (AtoSS)</u> By 2027, increase the percentage positive endorsement for the factors: <ul style="list-style-type: none"> <li>• <i>I know the emotions I feel</i> from 67% (2023) to 75%</li> <li>• <i>I know where to get help if someone hurts me or I feel upset</i> from 78% (2023) to 85%</li> <li>• <i>I feel safe at this school</i> from 72% (2023) to 80%</li> <li>• <i>My teacher thinks my ideas are good</i> from 61% (2023) to 70%</li> <li>• <i>I feel like I belong at this school</i> from 67% (2023) to 75%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop processes to strengthen student voice and agency including the use of communication tools.
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 2.b</b>	Strengthen parent and community partnerships and involvement.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed multi-tiered systems of support for wellbeing.</p>
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	