

# Bulleen Heights School

## Strategic Plan

---

2007–2010



Principal: Rose Walthers  
Address: Pleasant Road,  
Bulleen, 3105

# Part 1

## School Profile

### Our Purpose is.....

Preparing students with autism spectrum disorders and an intellectual disability to achieve the best outcomes from life's opportunities.

Engaging in professional research of exemplary education programs.

### Values

Respect

*treating others as I would like to be treated myself*

Integrity

*supporting our values, vision and purpose*

Care and Support

*building strong professional relationships*

High Professional Standards

*excellence in learning and teaching*

Consistency

*clear direction, predictability, continual improvement*

## Environmental Context

Bulleen Heights is a Victorian Government, unique, dual-mode, specialist school that caters for children, adolescents and young adults assessed as having autism spectrum disorders, and or mild intellectual disabilities. Students are aged between five and eighteen years. Excellent educational and behavioural programs develop the talents and abilities of children and young people with autism and or intellectual disabilities to their maximum potential. Our class size and staffing reflects the individual learning styles and educational needs of students.

The structure of our school is such that Departments 1 and 2 comprise the primary school and Departments 3 and 4 form the secondary section of our school. Twenty-six class groups are based on our main campus. Our two inclusion learning classrooms are based at Belle Vue Primary School (Prep, Years One and Two) and Manningham Park Primary School (Years Four and Five). Access to a classroom for three days each week at Templestowe Valley Primary School also provides inclusion opportunities for small groups of students to begin the transition to education in primary school classrooms and provides teachers with experiences, which pay attention to a range of teaching methodologies that compliment the learning styles of our students.

Enhancing student learning outcomes focuses on continuous development of quality teaching methodologies and learning achievements using the Victorian Essential Learning Standards framework (VELS), Certificate 1 in Transition Education (CTE) and TAFE (where appropriate) for curriculum planning, implementation and assessment and reporting.

In curriculum development, implementation and evaluation, our Specialists' Team, Applied Behaviour Analysis (ABA) Team and our Multi-disciplinary Team (psychologist, social worker, speech therapists and occupational therapists) support our classroom teachers. Specialist programs enhancing curriculum provision for students include: music, art, physical education and adventure programs, ICT, vocational education and work experience and manual training. Our ABA Team supports classroom staff in the teaching of many skills and concepts identified through the Program Support Group meeting process and documented in Individual Learning Plans.

Improving pathways and seamless transition outcomes for students includes consolidating, refining and enhancing inclusion opportunities for our students at both primary and secondary levels. In achieving this, consideration is given to the provision of resources to support the inclusion of adolescent students in a range of community, vocational and tertiary programs that will continue to develop skills to broaden the pathways to the post-school options.

Opportunities for the learning plans of students to be facilitated in primary schools, secondary colleges, tertiary institutions and the 'natural' environment of our community ensure equality of educational provision and access to excellence in student achievements.

## Part 2

# Strategic Intent

<b>Student Learning Outcomes</b>	
<b>Goals</b> <i>Student Learning Outcomes</i>	<ul style="list-style-type: none"> <li>• To maximize student learning across the school in VELs Strands and their associated Domains of personal learning, interpersonal development, civics and citizenship, the humanities, information and communication technology and thinking.</li> <li>• To maximise student achievements in the senior school.</li> </ul>
<b>Targets</b> <i>Student Learning Outcomes</i>	<ul style="list-style-type: none"> <li>• Improved score in variable of Curriculum Coordination in Staff Opinion Survey from 3.1 to 4.00 or above. (100 point scale from 52.4 to 80.0 or above)</li> <li>• Assessment of student progress against documented Domains.</li> <li>• Individual Learning Plans will include realistic and challenging goals that are measurable using current reporting format, in each of the specified domains.</li> <li>• Eighty percent of teaching and learning programs will demonstrate application of thinking curriculum strategies.</li> <li>• To improve student choice in CTE elective modules through the introduction of a minimum of two electives to enhance student learning outcomes.</li> </ul>
<b>Improvement Strategies</b> <i>Student Learning Outcomes</i>	<ul style="list-style-type: none"> <li>• Enhance curriculum planning, provision and align assessment practices within the specified domains.</li> <li>• Continue the development and documentation of the senior curriculum.</li> <li>• Develop focused teaching and learning methodologies for the specified domains, based upon research and evidence-driven data.</li> <li>• Electronic student profiles will be progressively developed for each student and maintained throughout their schooling. Eg. ‘Capturing the memory’ of student learning progress and achievements could include samples of significant work, Individual Learning Plans and a range of assessment records.</li> <li>• Sustain and enhance a feedback culture where ‘the practice can be separated from the person’ so that meaningful feedback can be provided to support staff in the achievement of high level instructional practice.</li> </ul>

## Student Engagement and Well Being

<p><b>Goals</b> <i>Student Engagement and Well Being</i></p>	<ul style="list-style-type: none"> <li>• To provide a specialised stimulating learning environment focusing on student engagement and development.</li> </ul>
<p><b>Targets</b> <i>Student Engagement and Well Being</i></p>	<ul style="list-style-type: none"> <li>• Parent survey indicators for general satisfaction and school climate will show improvement. <i>(Target to be identified from 2006 survey results.)</i></li> <li>• Staff Opinion Survey indicators for Student Misbehaviour and Classroom Misbehaviour will show improvement of a minimum of 10%.</li> </ul>
<p><b>Improvement Strategies</b> <i>Student Engagement and Well Being</i></p>	<ul style="list-style-type: none"> <li>• Whole school commitment to an understanding of complex behaviours, the impact of these behaviours on teaching and learning and the development of effective behaviour management approaches, including student self management.</li> <li>• Interactive school website will be established and regularly updated, including whole school calendar of events and term combined newsletters from School Council and Parents and Friends Network.</li> <li>• Intranet site to be established and regularly used by staff.</li> <li>• Build the school based multi-disciplinary team and imbed their knowledge and experience in school practices, such as attendance at Program Support Group meetings, setting student goals and assessing student progress.</li> <li>• Maintain a high occupational health and safety profile.</li> <li>• Strengthen relationships within the school community, in particular engagement of families from non English speaking backgrounds.</li> <li>• Continued commitment to communication between home, school and the wider community as a high priority.</li> </ul>

# Student Pathways and Transitions

<p style="text-align: center;"><b>Goals</b> <i>Student Pathways and Transitions</i></p>	<ul style="list-style-type: none"> <li>• To expand access to inclusive pathways for all students.</li> </ul>
<p style="text-align: center;"><b>Targets</b> <i>Student Pathways and Transitions</i></p>	<ul style="list-style-type: none"> <li>• To increase the opportunities for the inclusion of adolescent students in secondary settings and broaden their pathways to post school options.</li> <li>• To maintain, further develop and build upon inclusive learning opportunities for our primary aged students.</li> <li>• The establishment of an inclusive education model in a secondary college.</li> <li>• The development of a package for successful secondary inclusion programs for use as a promotional tool targeting and identifying success.</li> </ul>
<p style="text-align: center;"><b>Improvement Strategies</b> <i>Student Pathways and Transitions</i></p>	<ul style="list-style-type: none"> <li>• Ongoing planning and evaluation for inclusion learning programs at associated schools.</li> <li>• Build a model of inclusion for students transitioning to all levels of schooling including:             <ul style="list-style-type: none"> <li>- readiness criteria, orientation processes and continuing student support arrangements</li> <li>- preparing the associate school community</li> <li>- staff development and feedback processes at the associate school</li> <li>- Memorandum of Understanding recording key agreements between the settings</li> <li>- dual approach to goal setting, assessment and reporting of student outcomes</li> </ul> </li> <li>• Explore and develop opportunities for student inclusion in secondary settings, such as sessional, part time, dual enrolment and full time arrangements.</li> <li>• Leverage of relationships and partnerships to support inclusion of adolescent students in a range of community, vocational and tertiary programs.</li> <li>• Engagement of staff from Bulleen Heights and the associate schools in professional learning.</li> <li>• Provision of opportunities for staff to access training in Certificate 4 Workplace Training and Assessment.</li> <li>• Documenting exemplar practice of inclusion learning programs and pathways for Knowledge Bank.</li> </ul>

## Part 3 – Signatures

SIGNED by the Principal: .....

Name: Rose Walthers

Date: October, 2006

SIGNED by the School Council President: .....

Name: Helen Kasztelan-Chapman

Date: October, 2006

SIGNED by the Regional Director (or nominee) .....

Name: Dr Jim Watterston

Date: November, 2006