School Strategic Plan for Bulleen Heights School 5099 2015-2018

Bulleen Heights School
Autism Spectrum Disorder

Endorsements

Endorsement by School Principal	Signed *S. J. Merjan* Name......SUSAN MERJAN...... Date............19 December 2014...
Endorsement by School Council	Signed............................ Name......KATHY HAVERS............ Date.........19 December 2014................................. School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed.........*R Stephens* .... Name.........R Stephens (NEVR)....................................... Date............27 February 2015.......................................

School Profile

Purpose	To prepare students with autism spectrum disorder to achieve the best outcomes from life's opportunities. To engage in professional research in order to position Bulleen Heights School to deliver exemplary education programs.
Values	**Respect** I treat others as I like to be treated. I recognise and respond with respect to differences in team members, acknowledging the efforts of all members of our diverse school community. **Integrity** I maintain professional confidentiality related to staff members, students and their families. I speak and act positively about our school, my colleagues and our students. **Care and Support** I actively care for and support peers professionally. I contribute to, recognise and celebrate the diverse abilities and achievements of the school community. **High Professional Standards** I regularly reflect on my performance and professional learning priorities. I provide challenging and age appropriate curriculum in meaningful contexts. I progressively monitor and assess student learning and encourage increasing responsibility for their own learning. **Consistency** I contribute to the review of and follow our school processes to minimise variability. I interact with members of our school community in a consistent, caring and respectful manner.
Environmental Context	**Social: Community and Demographics** Bulleen Heights is a unique, single-mode specialist school that provides educational programs for children, adolescents and young adults with autism spectrum disorders. Students are aged between five and eighteen years and come from a wide range of multi-cultural backgrounds. This strategic plan period will require consolidation as a dual campus school. Transition to a dual campus with primary aged students at Pleasant Road campus and secondary aged students at Manningham Road campus has been smooth and the challenge for our school community has and will continue to be ensuring that quality resources, facilities, staff and teaching and learning programs are spread equitably across two campuses. Student enrolment for the beginning of 2015 is anticipated to be 280. For the period of the strategic plan the student numbers are expected to remain stable. We continue to invest substantially in professional learning to strengthen the instructional practice and capabilities of our teachers, focussing on excellence in teaching and

learning for students with autism spectrum disorder.

Educational

Enhancing student learning outcomes focuses on continuous development of quality teaching methodologies and learning achievements using the Australian Curriculum, AusVELS, Certificate 1 in Transition Education (CTE) and TAFE (where appropriate) for curriculum planning, implementation and assessment and reporting. Our classroom teachers are supported by members of our multi-disciplinary team (psychologist, speech therapists and occupational therapists) in communication, behavioural and sensory needs of students. Specialist programs enhancing curriculum provision for students include: music, art, physical education and adventure programs, ICT, vocational education and work experience. Our Applied Behaviour Analysis (ABA) Team supports classroom staff (lower primary) in the teaching of many skills and concepts, identified through the student 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 their post-school options.

Technological

The use of technology to support the teaching of 21Century skills is embedded in all classroom programs and has created significant improvement in student engagement and learning throughout the school. A challenge for the future is to increase the number of individual learning devices across both campuses to ensure equity of access. The use of iLCD's, iPads and tablets will support high quality learning and teaching connecting students, staff and parents. A challenge in this area is to build on the potential of teacher capabilities and ensure that student learning is personalised and achieves high standards in student progress. Professional learning in a supported environment will be critical to building the confidence of all users.

Environmental

The grounds on both campuses are attractive and require significant maintenance to maintain this status. Buildings on the Manningham Road campus, although structurally sound still require significant resources to reach acceptable standards for the school community. We will require further support from The Department of Education for this to be achieved.
The structure of our school has recently changed to reflect our dual campus status. The primary school is located at the Pleasant Road campus and the secondary school is located at the Manningham Road campus. An assistant principal will lead and manage each sub-school supported by two leading teachers and a leading teacher as an ICT coach.

Service Standards	
	• The school fosters close links with parents and the broader community through its commitment to open and regular communications.
	• The school commits to the sharing of its vision and goals to ensure school community engagement in the school's strategic plan.
	• Effective teaching at Bulleen Heights School is the provision of a safe learning environment within which consistency is valued and motivated staff engage, instruct and assess students along a continuum of learning to achieve individual goals.
	• The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.
	• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.
	• All students will receive instruction that is adapted to their individual needs.
	• Parents will be involved in the setting of student goals at student support group meetings twice a year.
	• Student progress will be reported to parents and a mid-year review and end of year report.
	• Student support group meetings may be called at any time to support student learning or behaviour management.
	• The school community will engage in the School Wide-Positive Behaviour Support (SW-PBS) program.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement	• To develop learners with communication, literacy, numeracy and inquiry skills which enable them to develop their educational potential.	• Increase the percentage of student improvement in literacy, numeracy, communication, and cognition domains of ABLES levels.	• Build school capacity for distributed instructional leadership to ensure a whole school approach to effective assessment of student achievement.

		• Increase the percentage of independent use of students using Interactive Learning Devices, Pods, electronic devices and/or AAC's benchmarked against the whole school *e*learning plan.	• Document and embed shared evidence-based teaching practice in personalised blended learning for all students.
Engagement	• To engage all learners within a learning environment that improves the students' abilities to regulate their attention and emotional state.	• School developed survey indicates connectedness to peers, school connectedness, stimulating learning and learning confidence. • Reduce the number of human incidents on the reporting system in regard to students and staff. • Reduce the percentage of behaviours recorded in Tier 3 of the School Wide-Positive Behaviour Support program.	• Consolidate the implementation of evidence-based approaches to teaching students with ASD and the SW-PBS program.
Wellbeing	• To foster a supportive school community that nurtures resilience and lifelong learning enabling students to be active participants in family and community life.	• Improve parent survey variable(as a percentage rank against state wide means) in: Transitions at or > 2nd Quartile Student Safety at or > 3rd Quartile.	• Build strategies to enhance a clear sense of community purpose where everyone works together to achieve common goals.

		• Reduce absences.	
Productivity	• To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students. • Working closely with central office to support students transitioning to mainstream schools.	• Improve parent survey variable (as a percentage rank against state wide means) in: Learning Focus and Parent Input at or > 3rd Quartile. • Growth in Staff Opinion Survey of the dimensions of Collective Efficacy and Teacher Collaboration. • Student achievement data will demonstrate improvement in communication, literacy, numeracy and inquiry skills.	• Build staff capabilities to improve student achievement, targeting evidence-based teaching and learning for students with ASD. • Student achievement data demonstrates reduction in assessment variability between teachers.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement 1. Build school capacity for distributed instructional leadership to ensure a whole school approach to effective assessment of student achievement.	Year 1	• Assistant principal and leading teacher accepted into Bastow Instructional Leadership course.	• Assistant principal and leading teacher complete the leadership course. • Completed Instructional leadership project in assessment to measure baseline data of instructional leadership skills.
		• Leadership team to develop an action plan to distribute leadership across the school.	• Action plan completed and ready for implementation in 2016.
	Year 2	• Leadership team and curriculum team deliver consistent implementation aligning two sub-schools.	• Staff indicate on internal survey greater awareness in their role as instructional leadership.
		• Fortnightly scheduled sub-school meetings, provide professional learning and teacher collaboration.	• Leading teachers report increased conversations within their sub-school teams.
	Year 3	• Curriculum team develops assessment tools documents to be used consistently across whole school.	• Staff document ongoing assessment data used for evidence-based moderation of student achievement.

	Year 4	• Evaluate the delivery of the instructional leadership assessment plan.	• Instructional leadership used effectively to assess and moderate student achievement across the school. • Reduced variability in teacher assessment of student achievement.
2. Document and embed shared evidence-based teaching practice in personalised, blended learning for all students.	Year1	• Review the Bulleen Heights School Collaborative Teacher Program. (BHS-CTP)	• New guidelines for BHS-CTP in place and accepted by teaching staff.
		• Staff will access professional learning on evidence-based use of technology in teaching and learning.	• School records document heightened levels of use of evidence by teachers.
		• Implement updated eLearning Plan.	• Selected eLearning Plan goals achieved.
	Year 2	• New accountability measures will be introduced for BHS-CTP through the performance review process for staff. • Update documentation for evidence- based teaching and learning.	• All staff have related goal in their performance plan. • All staff access updated documentation on school server.

	Year 3	• Evaluate the effectiveness of the BHS-CTP.	• Staff survey records the effectiveness of the BHS-CTP.
	Year 4	• Evaluate personalised blended learning for students.	• BHS individual learning plans (ILP) reflect personalised learning goals and strategies for all students. • Parents acknowledge development of personalised learning for students in their signing off on the ILP.
Engagement Consolidate the implementation of evidence-based approaches to teaching students with ASD and the SW-PBS program.	Year 1	• Define three school-wide behaviour expectations.	• Evidence of three PBS behaviour expectations will be documented and visible in the school environment.
		• Collaboratively develop school-wide behaviour skills matrix for each campus.	• Documented evidence of the PBS behaviour matrix for each campus.
		• Develop procedures and routines for non-classroom settings as needed. • Introduce a whole-school behaviour curriculum with a schedule of positive behaviour skills.	• Professional development provided for staff on the PBS curriculum and related procedure, routines and positive behaviour skills.

	Year 2	• Develop a continuum of encouragement strategies used by all staff with all students in all settings. • Whole school participation in teaching expected behaviours using special events or activities.	• Documented evidence of students now regularly taught behaviour lessons based on the skills matrix using PBS lesson format of tell, show, practice, feedback.
	Year 3	• Create a consistent school-wide approach to managing and responding to unproductive student behaviour based on PBS principles.	• Behaviour management plans demonstrate all staff use PBS strategies in responding to unproductive behaviour.
		• Define a consistent continuum of support strategies for minor and major behaviours (Tier 1 and 2).	• Support strategies for Tier 1 and 2 behaviours documented.
		• Support team will establish strategies for Tier 3 behaviours with Applied Behaviour Analysis methodology.	• Behaviour management plans for Tier 3 behaviours will document strategies in use by all staff.
	Year 4	• Evaluate the effective implementation of PBS across the school.	• Documented evidence of the implementation of a SW-PBS progam.

Wellbeing Focus on strategies to develop a purposeful community with a clear sense of purpose where everyone works together to achieve common goals.	Year 1	• Review school vision and values.	• Documented evidence of revised vison and values.
		• Familiarise school community with SW-PBS program.	• Evidence of documented expectations of SW-PBS program with school/parent partnership.
		• Monitor staff and students absence.	• Documented process to follow-up extended absence.
		• Review classroom and playground environments for safety.	• Document and communicate evidence of a safe environment in the school community.
	Year 2	• Transition policy and processes reviewed at each campus.	• Sustained improvement in parent opinion survey variables of Transitions.
		• Build strategies for home /school partnerships through special events.	• Improvement in parent opinion survey variable of Student Safety.
	Year 3	• Refine and extend range of transitions in community.	• Documented evidence of transition programs and processes in local and broader community.
		• Define a consistent approach managing and responding to community behaviours based on PBS principals.	• Sustained improvement in parent opinion survey variable of Student Safety.
	Year 4	• Evaluate home/school achievement of common goals.	• Documented evidence of SW-PBS program implemented effectively by staff, students and parents.

Productivity	Year 1	• Define good ASD practice at BHS.	• Documented evidence of good ASD practice throughout the school.
1. Build staff capabilities to improve student achievement, targeting evidence-based teaching and learning for students with ASD.		• Review and refine Staff Manual.	• Staff Manual updated to reflect expectations of staff in the ASD environment.
	Year 2	• Review and refine staff induction process to include: ASD practice, PBS and communication.	• All new staff are inducted effectively and equipped to support students with ASD.
	Year 3	• Further research on evidence based teaching and learning for ASD shared in collaborative teacher program.	• Staff demonstrate understanding of evidence based practice in documented feedback of Bulleen Heights School-Collaborative Teacher Program (BHS-CTP).
	Year 4	• Evaluate the teaching and learning practice for ASD students	• Improvement in staff opinion survey in Collective Efficacy and Teacher Collaboration variables.
2. Student achievement data demonstrates reduction in assessment variability between teachers.	Year 1	• Professional learning teams (PLT's)create data recording forms and establish baseline assessment data.	• Documentation of assessments accessed and results.
	Year 2	• Professional learning targets knowledge of AusVELS levels A-10.	• Teachers document AusVELS codes for assessment progress in students ILP's.
	Year 3	• PLT's research correlation between All Abilities Learning and Education Support (ABLES) assessment tool	• ILP's document on-going student developmental progress in goals identified, strategies implemented

		and AusVELS.	and assessment of achievement.
	Year 4	• Evaluate the data of teacher assessment of student achievement.	• BHS-CTP provides evidence of increased collaboration, conversation and moderation of student achievement. • Improvement in parent opinion survey variable of Learning Focus and Parent Input.