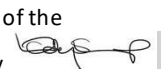


Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: [Stephen Crossley] [14/3/17][name] [date][name] [date]
School Council:..... [Debra Robinson] [14/3/17][name] [date][name] [date]
Delegate of the Secretary  Lindy Sharp 31 March 2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>The Portland Bay School believes quality education is essential for students to lead happy and fulfilling lives as good community citizens.</p> <p>The Portland Bay School's mission is to deliver students high quality individual education that prepares students to achieve their potential.</p>	<p>School Behaviour Values Be Respectful Be Responsible Be Resilient</p> <p>The school values student independence by working with families and developing student individual needs through authentic learning experiences.</p> <p>Mutual Obligation: That students contribute to their benefits. E.g. fundraise for camps or wash buses to work off a new school jumper.</p> <p>Tolerance of all cultures and beliefs.</p> <p>The school values these personal qualities in staff:</p> <ul style="list-style-type: none"> Fairness Innovation and Initiative Teamwork Calmness 	<p>New school facilities to open in 2018</p> <p>Demographics (28/2/17) Enrolment = 44.6 The school enrolment is slowly increasing since the school opened with 6-students in 1992. SFO = 0.8182 SFOE = 0.7546</p> <p>The school operates 3-bus runs which provide a door-to-door service for eligible students. The school services the town and district of Portland including Heywood, Dartmoor, Bridgewater, Condah, Tyrendarra and Bessie Belle. Students can travel up to 2-hours to attend school in Portland.</p> <p>Boys/Girls: There is currently a large differential between boys and girls. Boys = 76% Girls = 24% Out of Home Care = 9% Koorie = 7%</p> <p>The school provides a range of specialist academic programs including key word sign, PECS, fundamental motor skills, art, swimming, camps and excursions, coffee-making, sailing, and work experience. The school employs a speech pathologist to support student communication goals. The school values its partnerships with SWTafe, Tasty Plate, Seawinds Nursery, Windward Industries, the Portland Smelter and all district primary and secondary schools.</p>	<p>Strategic Intent Improved academic learning outcomes for every student. Improved engagement and well-being outcomes for every student. Use the new school buildings as an impetus to community partnerships to improve student outcomes. Attract more girls to enrol at the school. Provide a stable and successful environment for students in OoHC and support their carers to do the same.</p> <p>Rationale The Portland and district community needs a strong disability education community and structure to serve its citizens.</p> <p>Focus High expectations for learning Inclusive school culture Maximise the use of the new school facilities and resources. Create community partnerships that serve students, the school, our partners and the community.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.	<p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> Building practice excellence Curriculum planning & assessment 	<p>The school will develop personalised learning and support plans based around the Victorian Curriculum and the Victorian Certificate of Applied Learning. Professional learning, staff performance plans and investment in ITC will be a focus for school improvement.</p> <p>A personalised approach to learning through collaboration between students, parents and staff to create goals and strategies linked to student needs and assessed to measure progress will support excellence in teaching.</p> <p>The school will develop capacity to use digital technologies to engage students and parents in learning and progress.</p>	<p>All students to show progress against their individual learning goals over a 12-month period.</p> <p>All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.</p>
Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.	<p>Professional leadership</p> <ul style="list-style-type: none"> Vision values and culture Instructional and shared leadership 	<p>Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, wellbeing and pathways.</p> <p>Build collaboration and collective efficacy to explore innovative instructional practice of staff resulting in improved student outcomes.</p>	<p>The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).</p>
To improve student engagement and well-being.	<p>Positive climate for learning</p> <ul style="list-style-type: none"> Health and well-being Setting expectations and promoting inclusion 	<p>Continued implementation and extension of the School Wide Positive Behaviour Support program will deliver student engagement, high expectations, inclusion and empowerment.</p> <p>Build student voice in the school community through opportunities for leadership, decision-making, self-determination, feedback and responsibility.</p>	<p>100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS.</p> <p>Using Drummond's Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365).</p> <p>Using Drummond's Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975).</p> <p>The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).</p>



<p>To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.</p>	<p>Community engagement in learning – Building communities</p>	<p>New school planning with DET, architect, Portland PS and school community including transition to the new site and maximising resources available at the new site.</p> <p>Share the facilities with the community to support student outcomes.</p> <p>Develop entrepreneurial enterprise education projects that compliment academic programs and student need.</p> <p>Cooperate with other education organisations around the Henty St Education community Work to make and extend partnerships and connections between the school and community.</p>	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>All secondary aged students involved in a school enterprise program.</p> <p>Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.</p>
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