

School Strategic Plan 2020-2024

Portland Bay School (5282)



Submitted for review by Rebecca Jones (School Principal) on 15 September, 2021 at 11:09 AM

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Endorsed by Brad Anderson (School Council President) on 23 September, 2021 at 12:03 PM

School Strategic Plan - 2020-2024

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<p>School vision</p>	<p>Portland Bay School is a special development school for students from 5 - 18 years with an intellectual disability, serving the western districts community around Portland, Victoria. The school aims to develop students who enjoy healthy, happy and productive lives by supporting students' academic, social, personal and interpersonal learning in a safe environment.</p>
<p>School values</p>	<p>The school values responsibility, respect and resilience. The school values student independence by working with families and developing student individual needs through authentic learning experiences. The school Tolerance of all cultures and beliefs. The school values these personal qualities in staff: Fairness Innovation and Initiative Teamwork Calmness Flexibility and Adaptability</p>
<p>Context challenges</p>	<p>Demographics Enrolment = 63.2 students The school facility was built to cater to approximately 70 students. This could become a challenge as our enrolments increase. The current is SFO 0.7602 SFOE = 0.6469 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 Bessiebelle. Students can travel up to 2-hours to attend school in Portland. There continues to be a large differential between boys and girls. And a large percentage of students in Out of Home Care. Boys =71 % Girls = 28% Out of Home Care = 9% Koorie = 12% The school provides a range of specialist academic programs including key word sign, PECS, fundamental motor skills, art, swimming, camps and excursions, sailing, and work experience. The school employs a speech pathologist to support student communication goals. The school values its partnerships with SWTafe, Seawinds Nursery, Windward Industries, the Portland Smelter and all district primary and secondary schools.</p>

<p>Intent, rationale and focus</p>	<p>Strategic Intent Improved academic learning outcomes for every student. Development of a guaranteed and viable curriculum. Development of a whole school approach to data collection and analysis. Improved Student voice and agency. 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. Portland Bay School plays an instrumental role in helping students with additional needs to become productive citizens who are able to assist in advocating for themselves and their community.</p> <p>Focus Development of a guaranteed and viable curriculum that scaffolds learning across the school and informs teaching. Development of a a whole school instructional model that incorporates the HITS and leverages technology. Development of a whole school approach to data analysis and collection using the PLC approach. Build teacher understanding and awareness of the importance of student voice and agency in learning. Strengthen and create new opportunities for student voice and agency. Develop students capacity to collaborate on their own goal setting and to monitor individual progress.</p>
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Goal 1	Maximise learning growth for all students.
Target 1.1	Increase the percentage of students recording in–level or next–level growth annually as measured by: <ul style="list-style-type: none">• Speaking and Listening from 57% (2020) to 75% (2024) using ABLES• Reading and Writing from 48% (2020) to 75% (2024) using ABLES• Mathematics to be benchmarked using Working Towards Maths Online Interview or MOI in 2021 to xx% in 2024 (x to be defined once benchmarking is completed in December 2021)
Target 1.2	The percentage of positive endorsement in the SSS will increase for: <ul style="list-style-type: none">• Guaranteed and viable curriculum—63% (2020) to be greater than 73% (2024)• Instructional Leadership—67% (2020) to be greater than 77% (2024)• Teacher collaboration—71% (2020) to be greater than 81% (2024)• Use of High Impact Teaching Strategies—57% (2020) to be greater than 70% (2024)• Understand how to analyse data—71% (2020) to be greater than 81% (2024)
Target 1.3	The percentage of positive endorsement in the Accessible AToSS will increase for: Stimulated learning from 71% (2020) to be greater than 81% (2024)

Key Improvement Strategy 1.a Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum that informs teaching.
Key Improvement Strategy 1.b Evaluating impact on learning	Develop a whole school approach to data collection and analysis to evaluate student learning growth over time using the PLC approach.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity to use high impact teaching strategies and leverage technology.
Goal 2	Improve student voice and agency.
Target 2.1	Reduce the percentage of students with 20 or more days of absence from 30% (2020) to 20% (2024).
Target 2.2	The percentage of positive endorsement on the SSS will increase for: <ul style="list-style-type: none"> • Use student feedback to improve practice from 57% (2020) to be greater than 67% (2024) • Promote student ownership of learning goals from 43% (2020) to be greater than 53% (2024)
Target 2.3	The percentage of positive endorsement in the Accessible AToSS will increase for: <ul style="list-style-type: none"> • Student voice and agency from 71% (2020) to be greater than 81% (2024) • Sense of confidence from 71% (2020) to be greater than 81% (2024) • Sense of Connectedness from 76% (2020) to be greater than 86% (2024)

Target 2.4	<p>The percentage of positive endorsement on the POS will increase for:</p> <ul style="list-style-type: none"> • Student voice and agency from 79% (2019) to be greater than 89% (2024) • Student development from 82% (2019) to be greater than 90% (2024)
Key Improvement Strategy 2.a Building practice excellence	Build teacher understanding of student voice and agency in learning.
Key Improvement Strategy 2.b Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop student capability to set goals and monitor own learning progress