



School Strategic Plan for Hamilton Special Developmental School Barwon South Western Region 2013-2016

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| <p>Endorsement by School Principal</p> | <p>Signed..... (Principal's signature)</p> <p>Name...Cameron Peverett.....</p> <p>Date.....</p> |
| <p>Endorsement by School Council</p> | <p>Signed..... (School Council President's signature)</p> <p>Name...Carolyn Stanhope.....</p> <p>Date.....</p> |
| <p>Endorsement by Regional Director or nominee</p> | <p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p> |

School Profile

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| Purpose | To provide all students of Hamilton Special Developmental School with learning experiences to reach their full potential in all areas of their education. To promote skills for life with the greatest independence. |
| Values | <p>'We share a united pride in our school and community through:</p> <ul style="list-style-type: none"> • Trust, • Persistence, • Respect, and • Integrity.' <p>Underpinning these values is an expectation that all students are capable of learning to reach their maximum potential, and that we continue to retain high expectations for all of our students. We set clear goals with the individual student's independence as the focus of their education. Community involvement and a holistic approach towards the growth of the whole-child are paramount.</p> |
| Environmental Context | <p>Hamilton Special Developmental School was first established in 1989 with 6 students aged between 5 and 18. It was based originally at Mulleraterong (an adult day-centre) where it leased two rooms. In 1992 the staff and students relocated into new premises situated in Kerr Street, behind Kent Road Primary School. Nine students were enrolled at the school at this time. Student enrolments currently sit at 31 for 2012.</p> <p>The school sits on a site of 1.2 hectares as a stand-alone facility where students have access to extensive play areas and a sports stadium for all fitness and recreational activities. Hamilton Special Developmental School is located in the Barwon South Western Region on the outskirts of the rural city of Hamilton. The school is the only special setting in Hamilton and therefore caters for students aged 5 to 18 years of age with a range of additional learning needs, including mild to severe intellectual disabilities, physical and sensory impairments. The criteria for enrolment has been determined by the Department of Education and Early Childhood Development as having an IQ of below 70 (being a 'dual-mode specialist and special developmental) as well as significant deficits in adaptive behaviour and displaying a history and evidence of an ongoing problem, with the expectation of continuation during the school years.</p> <p>Classes are fully engaged in learning activities that are improving outcomes for individuals. Students, despite a large range of disabilities and preparedness for formal learning, work at their goals extremely well, supported by teaching, therapy and education support staff. Some of our students have a dual enrolment at a mainstream school when this has been deemed beneficial for the student's learning program. Some students, as well as being involved in a comprehensive work experience program, have access to the Hamilton District Skills Centre, SW TAFE and other adult learning educational facilities for increasing their work-related skill levels.</p> |

Strategic Intent

| | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To improve students' skills across the English domain. | <p>By 2016, 80% of students will demonstrate learning growth of at least two indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 40% of students will demonstrate learning growth of at least four indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 90% of students will achieve 'good progress' or better against their individual learning plan goals in English.</p> | Strengthen the capacity of staff in writing, implementing and evaluating Individual Learning Plans using Hamilton SDS's curriculum in English and Health & P.E. and the ABLES framework. |
| Student Engagement and Wellbeing | To improve students' health knowledge and physical skills. | <p>By 2016, 80% of students will demonstrate learning growth of at least two indicators in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 40% of students will demonstrate learning growth of at least four indicators in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>To decrease the average days absent of students from 19.5 in 2011 to 12.0 in 2016.</p> | |

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| <p>Student Pathways and Transitions</p> | <p>To improve students' readiness for post school programs.</p> | <p>By 2016, 90% of students aged 15+ will be involved in a program assisting transition into post-school options, in alignment with their Managed Individual Pathway plan.</p> <p>The transition mean on the Parent Opinion Survey will improve from 5.77 in 2012 to 6.20 in 2016.</p> | <p>Investigate and develop curriculum options for the Transition Program.</p> |
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School Strategic Planner 2013- 2016: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| <p>Student Learning</p> <p>Strengthen the capacity of staff in writing, implementing and evaluating Individual Learning Plans using Hamilton SDS's curriculum in English and Health & P.E. and the ABLES framework.</p> | Year 1 | Embed the <u>Professional Learning Team</u> model into the school's meeting schedule and use the PLT forum to: <ul style="list-style-type: none"> ▪ explore the effective use of the ABLES resource to support high quality teaching and learning ▪ further refine and modify goals within the school's curriculum document to reflect students' complex learning needs ▪ investigate and embed best practice for teaching English dimensions across the school | <ul style="list-style-type: none"> ▪ By the end of term 1, all teachers will have completed the ABLES modules on the Ultranet ▪ By the end of terms 1 and 3, all students will have a rocket report completed through the ABLES model ▪ By the end of term 4, the HSDS English indicators will be broken down into smaller outcome targets at each level |
| | Year 2 | Embed the <u>Professional Learning Team</u> model into the school's meeting schedule and use the PLT forum to: <ul style="list-style-type: none"> ▪ focus on improved teaching and learning ▪ develop a school wide approach to the moderation of students' goals and achievements ▪ extend the Performance & Development Culture to strengthen opportunities to staff feedback related to improved teaching and learning | <ul style="list-style-type: none"> ▪ By the end of terms 1 and 3, all students will have a rocket report completed through the ABLES model ▪ By the end of term 4, the HSDS Health & P.E. indicators will be broken down into smaller outcome targets at each level ▪ By the end of term 4, new strategies to measure and track students' progress in English and Health & P.E. sourced from other specialist settings ▪ By the end of term 4, data has been moderated at a school level to improve consistency in ILP writing and reporting |
| | Year 3 | <ul style="list-style-type: none"> ▪ Completion and revision of previous actions | <ul style="list-style-type: none"> ▪ Completion and/or revision of previous actions |
| | Year 4 | <ul style="list-style-type: none"> • Year of review | <ul style="list-style-type: none"> • Year of review |
| <p>Student Engagement and Wellbeing</p> <p>Strengthen the capacity of staff in writing, implementing and evaluating Individual Learning Plans using Hamilton SDS's curriculum in English and Health & P.E. and the ABLES framework.</p> | Year 1 | Use the <u>Professional Learning Team</u> forum to: <ul style="list-style-type: none"> ▪ extend staff knowledge of the Health & Physical Education domain of VELS ▪ establish measurable goals within students' Individual Learning Plans which identify outcomes in health knowledge and physical skills | <ul style="list-style-type: none"> ▪ By the end of term 1, within each students' ILP, life skills areas of focus will be established in consultation with the student's parents ▪ By the end of term 4, key life skills areas will have been defined and respective curriculum outcomes have been determined ▪ By end of term 4, all staff will have received professional learning in improving the writing and evaluation of achieving Health & P.E. goals |
| | Year 2 | Use the <u>Professional Learning Team</u> forum to: <ul style="list-style-type: none"> ▪ research the use of external consultants to inform staff knowledge of approaches to teaching healthy Human Relationships ▪ embed agreed best practice for teaching Health & Physical Education across the school | <ul style="list-style-type: none"> ▪ By end of term 4, all staff will have received professional learning in improving student interpersonal and personal learning goals ▪ By end of term 4, Health & P.E. will be a structured program with clear guidelines and expected outcomes |

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| | Year 4 | <ul style="list-style-type: none"> • Year of review | <ul style="list-style-type: none"> • Year of review |
| <p>Student Pathways and Transitions</p> <p>Investigate and develop curriculum options for the Transition Program.</p> | Year 1 | <p>Use the <u>Professional Learning Team</u> forum to:</p> <ul style="list-style-type: none"> ▪ develop and monitor Managed Individual Pathways plans for all 15 year old students ▪ review and improve current practices for transition planning throughout the years of schooling ▪ increase the focus on developing students' independence across all school programs | <ul style="list-style-type: none"> ▪ By end of term 1, a Managed Individual Pathways (MIP) plan will be developed and monitored for all 15 year old students ▪ By end of term 1, each MIP plan will clearly show an increase in the focus on developing students' independence across all school programs ▪ By end of term 4, current practices for transition planning throughout the years of schooling will be reviewed |
| | Year 2 | <p>Use the <u>Professional Learning Team</u> forum to:</p> <ul style="list-style-type: none"> ▪ establish a network with other specialist settings to share best practice in Transition Programs ▪ set up a Transition Curriculum Framework which identifies the skills required for post school placements ▪ using the Transition Curriculum Framework establish a baseline of students' current skills and monitor their development on this continuum | <ul style="list-style-type: none"> ▪ By the end of term 4, a sharing of best practice in Transition Programs will be commonplace ▪ By the end of term 4, a Transition Curriculum Framework which identifies the skills required for post school placements will be developed ▪ By the end of term 4, the Transition Curriculum Framework established shows a baseline of students' current skills and monitors their development on this continuum |
| | Year 3 | <ul style="list-style-type: none"> ▪ Completion and revision of previous actions | <ul style="list-style-type: none"> ▪ Completion and/or revision of previous actions |
| | Year 4 | <ul style="list-style-type: none"> • Year of review | <ul style="list-style-type: none"> • Year of review |