

Hume Valley School Strategic Plan 2018-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Diane Bassett [21/03/18][name].....[date][name].....[date]
School council: Wendy Vistarini [21/03/18][name].....[date][name].....[date]
Delegate of the Secretary: [name] [date][name].....[date][name].....[date]

School vision	School values	Context and challenges 300 words	Intent, rationale and focus (no limit)
<p>To create an inclusive, safe, respectful and engaged learning community where all students are motivated to learn and enabled to maximise their social, personal, educational and post school potential.</p> <p>Hume Valley School is committed to the creation of a vibrant learning community characterised by the development of authentic relationships and high expectations.</p> <p>Emphasis is placed on literacy, numeracy, social competency and vocational training to equip our students to lead successful adult lives.</p>	<p>The school values, Respect, Responsibility, Acceptance, Caring, Fairness and Honesty are imbedded in all school policies and practices.</p> <p>At the centre of the school's values are the expectations that all students be ready for learning, respect themselves and others, act safely and care for their school. These expectations are explicitly documented for both staff and students in a school based matrix.</p> <p>The expectations are also supported by positive partnerships with all members of the school, school council and the wider community to ensure optimal educational and social outcomes.</p> <p>The school motto 'Achieving Potential Together' is reflected throughout the entire school and in our extensive partnerships with the wider community.</p>	<p>Hume Valley School is a dual campus special school providing educational programs for students with a mild intellectual disability aged between five and 18 years of age. Many students have an additional diagnosis including autism, behavioural concerns, communication disorders, sensory impairments and/or health issues. The school's transport zone extends from Wallan in the north to Coburg in the south, east to Fawkner and west to Keilor Park.</p> <p>A broad range of socio-economic backgrounds is reflected in the school's Student Family Occupation density of 0.7716 and an SFOE of 0.6636. Many students are from single-parent families or families requiring a high level of support to address medical, social and educational issues.</p> <p>The school reflects a rich cultural diversity of 14 Nationalities and 20 language groups. Approximately 65 per cent of students are male.</p> <p>The school enrolments have steadily increased over the life of our current Strategic Plan, growing from 258 students in 2014 to 294 students currently. The school is organised in five sub-schools based on the age of students with our Year 11 and 12 campus co-located with Hume Central Senior Secondary College.</p> <p>The school offers individual educational planning for each student. HVS staff make significant contributions to the statewide development, trialling and implementation of curriculum modified for students with disabilities. In addition to the Victorian Curriculum, inclusive of ABLES, the Careers Curriculum Framework, PreCAL and Foundation VCAL and VETIS offerings, the curriculum is designed to allow flexible and alternate approaches to learning to accommodate the various learning styles and special needs of all students.</p> <p>Building the capacity and consistency of teaching practice has been a focus of our participation in the Powerful Learning professional learning program and our strategic direction for the next four years will focus on the High Impact Teaching Strategies guided by the Framework for Improving Student Outcomes, coaching, mentoring, collegiate visits and feedback.</p> <p>Our leadership team has undergone numerous changes in personnel requiring us to continually appoint and support the professional development of current and aspirant 'new to the role' leaders. We have extended coaching and mentoring, complemented by professional development, to embed Instructional and Shared Leadership and the development of an authentic Professional Learning Community (PLC) culture.</p> <p>Given the vulnerability and complex needs of many of our students, attendance, motivation and engagement in the learning process present as a challenge. The school provides significant expertise and resourcing, a multi-disciplinary team approach and alternative programming, together with establishing extensive parent/community partnerships, to ensure all students are supported and engaged with their learning to an optimal level. Our diverse and experienced Wellbeing Team has initiated professional development in the areas of School Wide Positive Behaviour Support, self-regulation and trauma informed practices.</p>	<p>In undertaking our 2017 School Self Evaluation and Peer Review Process the panel reviewed the school's performance against the goals and targets of our 2015 to 2018 School Strategic Plan. In considering our future school improvement agenda the panel made the following recommendations for our 2018-2021 Strategic Plan:</p> <p>Intent To improve student outcomes in Reading and Number</p> <p>FISO Priority Excellence in teaching and learning</p> <p>FISO initiatives</p> <ul style="list-style-type: none"> • Building practice excellence • Curriculum planning and assessment • Evaluating the impact on learning. <p>Rationale The panel agreed preparing students for post school life formed the basis of all areas of the school curriculum from the Junior School through to students in their final years of schooling. The school recognised students are limited in what they can achieve without adequate reading and comprehension and numeracy skills and therefore considered a focus on these two areas of the curriculum should be a priority area in the next SSP.</p> <p>Intent</p> <ul style="list-style-type: none"> • To improve student connectedness to school and engagement in learning. <p>FISO priority</p> <ul style="list-style-type: none"> • Excellence in teaching and learning • Positive climate for learning <p>FISO initiatives</p> <ul style="list-style-type: none"> • Evidence-based high impact teaching strategies. • Empowering students and building school pride • Setting expectations and promoting inclusion <p>Rationale The panel recognised the school placed an emphasis on the development of high impact teaching strategies and programs to improve the engagement of students with school and learning. Available data and anecdotal information suggested most students were engaged in learning and connected to their school. Panel members discussed a challenge for the school was to ensure all students were engaged with their learning to an optimal level.</p> <p>A number of students came to the school with a history of disengagement. Evaluations of school initiatives found these programs were successful in improving engagement and school connectedness. The school recognised the need to extend access to these programs to a broader range of students. The continued development and implementation of evidence based high impact teaching strategies was seen by the panel as critical to ensuring all students were engaged in learning and connected to the school.</p>

		<p>In 2017/2018 the review and extension of our VCAL and VETiS offerings and the introduction of a PreCAL program have been undertaken to ensure a Year 10 – Year 12 continuum. Extensive partnerships are established with educational, community and vocational providers to maximise vocational training, work placement opportunities and preparation for post school life.</p>	<p>Intent</p> <ul style="list-style-type: none"> To improve the vocational skills of students. <p>FISO priority</p> <ul style="list-style-type: none"> Community engagement in learning. <p>FISO initiatives</p> <ul style="list-style-type: none"> Building communities Networks with schools, services and agencies Parents and carers as partners. <p>Rationale</p> <p>Preparing students for post school life was seen by the panel as critical. The panel agreed it was important for the school to maximise post-school pathways and to encourage students and their families to have future aspirations.</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)																								
<p>To improve student outcomes in Reading and Number</p>	<p>FISO priority Excellence in teaching and learning</p> <p>FISO initiative(s) Building practice excellence Curriculum Planning and Assessment Evaluating the Impact on Learning</p>	<ul style="list-style-type: none"> Build leadership and teacher capacity to develop and implement a whole school instructional model for Reading and Number. Build leadership and team capacity to impact on student learning through implementation of Professional Learning Communities. 	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Staff Opinion Survey</th> </tr> <tr> <th colspan="3">Per cent positive endorsement - whole school</th> </tr> <tr> <th>Factor</th> <th>2017</th> <th>End of review period</th> </tr> <tr> <td>Collective Efficacy</td> <td>65.7%</td> <td>68.5%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>84.9%</td> <td>87%</td> </tr> <tr> <td>Guaranteed and viable curriculum</td> <td>74.6%</td> <td>78%</td> </tr> </table> <p>Annually all students operating at Foundation or above will show an improved level of reading and comprehension and number as measured by online benchmarking</p> <p>Annually 90% of students will progress through the reading and viewing and number content descriptors as measured by the school developed rubrics</p>	Staff Opinion Survey			Per cent positive endorsement - whole school			Factor	2017	End of review period	Collective Efficacy	65.7%	68.5%	Collective focus on student learning	84.9%	87%	Guaranteed and viable curriculum	74.6%	78%						
Staff Opinion Survey																											
Per cent positive endorsement - whole school																											
Factor	2017	End of review period																									
Collective Efficacy	65.7%	68.5%																									
Collective focus on student learning	84.9%	87%																									
Guaranteed and viable curriculum	74.6%	78%																									
<p>To improve student connectedness to school and engagement in learning</p>	<p>FISO priority</p> <ul style="list-style-type: none"> Excellence in teaching and learning Positive climate for learning <p>FISO initiative(s)</p> <ul style="list-style-type: none"> Evidence-based high impact teaching strategies. Empowering students and building school pride Setting expectations and promoting inclusion 	<ul style="list-style-type: none"> Enhance teacher skills and capacity to implement evidence based High-Impact Teaching Strategies (HITS). Engage staff in using the FISO improvement cycle to further engage students in their learning 	<p>By the end of 2021 the overall percent endorsement for the School Climate Module in the Staff Survey will increase from 71% to 81%.</p> <p>By the end of the review period the percent endorsement for the Learner Characteristics and Disposition and Social Engagement domain will show improvement as per the table below.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">AToSS</th> </tr> <tr> <th colspan="3">Per cent positive endorsement</th> </tr> <tr> <th>Factor</th> <th>2017</th> <th>End of review period</th> </tr> <tr> <td>Learner confidence</td> <td>87%</td> <td>92%</td> </tr> <tr> <td>Resilience</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Motivation and interest</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>89%</td> <td>95%</td> </tr> <tr> <td>Attitude to attendance</td> <td>85%</td> <td>90%</td> </tr> </table>	AToSS			Per cent positive endorsement			Factor	2017	End of review period	Learner confidence	87%	92%	Resilience	85%	90%	Motivation and interest	90%	95%	Self-regulation and goal setting	89%	95%	Attitude to attendance	85%	90%
AToSS																											
Per cent positive endorsement																											
Factor	2017	End of review period																									
Learner confidence	87%	92%																									
Resilience	85%	90%																									
Motivation and interest	90%	95%																									
Self-regulation and goal setting	89%	95%																									
Attitude to attendance	85%	90%																									

			<table border="1"> <tr> <td>School connectedness</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>Student voice and agency</td> <td>86%</td> <td>91%</td> </tr> </table> <p>By the end of the review period the per cent endorsement of Student Cognitive Engagement in the PO Survey for each factor will improve as per the table below.</p> <table border="1"> <thead> <tr> <th colspan="3">PO Survey Student Cognitive Engagement Per cent positive endorsement</th> </tr> <tr> <th>Factor</th> <th>2017</th> <th>End of review period</th> </tr> </thead> <tbody> <tr> <td>High expectations for success</td> <td>92%</td> <td>95%</td> </tr> <tr> <td>Stimulating learning environment</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>Effective teaching</td> <td>91%</td> <td>95%</td> </tr> </tbody> </table> <p>Student attendance</p> <ul style="list-style-type: none"> Annually targetted students, those students with less than 60% attendance, will demonstrate a 10% improvement in their attendance rate compared to the previous year. 	School connectedness	82%	90%	Student voice and agency	86%	91%	PO Survey Student Cognitive Engagement Per cent positive endorsement			Factor	2017	End of review period	High expectations for success	92%	95%	Stimulating learning environment	88%	95%	Effective teaching	91%	95%
School connectedness	82%	90%																						
Student voice and agency	86%	91%																						
PO Survey Student Cognitive Engagement Per cent positive endorsement																								
Factor	2017	End of review period																						
High expectations for success	92%	95%																						
Stimulating learning environment	88%	95%																						
Effective teaching	91%	95%																						
To improve the vocational skills of students	<p>FISO priority</p> <ul style="list-style-type: none"> Community engagement in learning. <p>FISO initiative(s)</p> <ul style="list-style-type: none"> Building communities Networks with schools, services and agencies Parents and carers as partners. 	<ul style="list-style-type: none"> Broaden the opportunities and options for students throughout their school years to prepare them for post-school life. 	<ul style="list-style-type: none"> 90% of students who undertake Vocational Education and Training (VET)/VCAL Certificates I or II will obtain their certificate. 90% of students who attend a structured workplace setting will gain a certificate of participation. By the end of 2021 the per cent endorsement of Positive Transitions in the Parent Opinion Survey will increase from 93% to 95%. By the end of 2021 the overall percent endorsement for School Stage Transitions for Years 10 to 12 will increase from 90% to 92% and for Year 7 and new students will increase from 89% to 91%. By the end of 2021 in the AToSS percent positive endorsement for High Expectations for Success will increase from 93% to 95% and Motivation and Interest will increase from 85% to 90 																					