

School Strategic Plan 2022-2026

Hume Valley School (4950)



Submitted for review by Diane Bassett (School Principal) on 07 November, 2022 at 09:02 AM

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Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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School vision	Our vision and purpose is to create an inclusive, safe, respectful and engaged learning community where all students are motivated to learn and to maximise their social, personal, educational, and post school potential. Hume Valley School is committed to the provision of a vibrant child safe learning community characterised by the development of authentic relationships and high expectations. Emphasis is placed on literacy, numeracy, social competency and vocational training to equip our students to lead successful adult lives.
School values	The school values of Respect, Responsibility, and Resilience are embedded in all school policies and practices. 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. 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. The school motto 'Achieving Potential Together' is reflected throughout the school and in our extensive partnerships with the wider community.
Context challenges	<p>Hume Valley School is comprised of three campuses catering for students from 5 to 18 years of age with mild intellectual disabilities, and associated disabilities and impairments, in the North Western Victoria Region. Our students are funded under the Program for Students with Disabilities (PSD). The school is organised into seven sub-schools that approximate the stages of learning; these include: Junior, Primary, Middle, Secondary, Senior, PreCAL, VCAL sub-schools. Our Koroit Ave Campus is the main campus, catering for students from Prep to Year 2 and Years 7 to 10 equivalent. Our Narrun Campus caters for our Primary aged students, Years 3 to 6 equivalent and is co-located on the Dallas Brooks Community Primary School site. Our Tanderrum Way Campus provides a Foundation Level VCAL program for our Years 11 and 12 students and is located within the Hume Central Senior Secondary College. In the recent 2022-23 State Budget our school received 8.523 million to upgrade and modernise the school, including new permanent classroom facilities. The school provides an approved curriculum framework for years Prep to 10, based on the Victorian Curriculum, differentiated to meet student needs. Hume Valley School is currently preparing for the shift from the existing VCAL, for years 11 and 12 students, to be replaced by the VCE Vocational Major, Victorian Pathways Certificate. The VCE Vocational Major is a 2-year vocational and applied learning program that will enable transitions into apprenticeships, traineeships, further education and training and university (via non-ATAR pathways).</p> <p>The school population reflects a rich cultural diversity of 14 Nationalities and 30 language groups with 49 percent of students having English as an Additional Language backgrounds. 4 percent of students are of Aboriginal/Torres Strait Islander (ATSI) background, 21 students are from refugee backgrounds and 19 students in Out of Home Care (OOHC). At Hume Valley School we have a broad range of socio-economic backgrounds in our student population with our Student Family Occupation (SFO) density at 0.7535 and the Student Family Occupation Employment (SFOE) at 0.6024. Many students and their families require a high level of support to</p>

	<p>address medical, social and educational needs and issues. Given the significant number of students experiencing trauma all staff have been trained in Trauma Informed Practices and School Wide Positive Behaviour Support (SWPBS). Students with complex needs are supported by our comprehensive and experienced wellbeing and therapy team members via our Multi-Tiered System of Support (MTSS). We allocate education support staff to each classroom and offer additional 1:1 support and individual and alternative programs for vulnerable students.</p>
<p>Intent, rationale and focus</p>	<p>The following key directions for the next SSP:</p> <ul style="list-style-type: none"> • English and Mathematics, particularly focusing on improving reading, writing, number & algebra • High Impact Teaching Strategies (HITS) • Student voice, agency and leadership • Attendance, particularly in reducing unexplained absences • Victorian Pathways Certificate transitions • Student wellbeing. <p>Intent- Maximise the learning growth of all students with a focus on literacy and numeracy.</p> <p>Rationale- Fieldwork feedback indicated limited opportunities for staff collaboration and planning, leading to inconsistencies in curriculum delivery. Feedback also indicated middle leaders had limited capacity to provide leadership in curriculum development and instructional practice.</p> <p>Focus- Further develop, document, implement and evaluate whole school collaborative approaches to curriculum planning and instructional practice. Build the capabilities of middle leadership to effectively lead staff in the development and implementation of curriculum and pedagogy. Develop and effectively use assessment strategies and measurement practices to inform and provide feedback on student learning, engagement and wellbeing.</p> <p>Intent- Maximise the wellbeing outcomes of students.</p> <p>Rationale- Fieldwork and feedback indicated that the school should continue the focus on student wellbeing, through continued implementation of SWPBS and Trauma Informed Practice. Feedback also indicated the need to continue to strengthen and extend partnerships with families, community agencies and support services and investigate student attendance and address unexplained absences.</p> <p>Focus- Partner with families/carers, community agencies and services to implement targeted support and interventions using a tiered model of support to improve families' and students' positive perceptions of school and improved attendance. Align the school SWPBS and wellbeing practices using whole school multi-tiered systems of support and interventions that enhance student learning, wellbeing, and engagement.</p>

Intent-Improve student engagement and transitions into and through the school and post–school pathways.

Rationale- Feedback indicated the school should continue its focus on student engagement in the learning process, through ongoing provision of a stimulating learning environment and involvement of students in their own learning. Feedback also indicated that for the effective preparation for and delivery of the VPC, an evaluation of the current year 10 - 12 programs in the school is required.

Focus- Further develop and embed a tailored approach that enables positive transition outcomes for each student. Review and implement appropriate pathways programs that support students in identifying and achieving viable post–school destinations. Activate student voice, agency and leadership to strengthen student participation and engagement in learning.

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Goal 1	Maximise the learning growth of all students with a focus on literacy and numeracy
Target 1.1	By 2026, increase the percent of students in the VPC (who meet the attendance requirements) achieving the literacy and numeracy outcomes from 64% (2021) to 90%.
Target 1.2	By 2026, increase the percentage of students who meet the following goals in their PLSP: <ul style="list-style-type: none">• Semester 1 and 2 Reading goals to 80%• Semester 1 and 2 Number and Algebra goals to 80% (no baseline figure as this figure has not previously been measured by the school)
Target 1.3	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none">• Differentiated learning challenge from 90% in 2021 to 93%• Motivation and interest from 93% in 2021 to 95%
Target 1.4	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none">• Teaching and learning - planning from 71% in 2021 to 80%• Guaranteed and viable curriculum from 62% in 2021 to 80%

	<ul style="list-style-type: none"> • Instructional leadership from 68% in 2021 to 80%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document, implement and evaluate whole school collaborative approaches to curriculum planning and instructional practice
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the capabilities of middle leadership to effectively lead staff in the development and implementation of curriculum and pedagogy
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop and effectively use assessment strategies and measurement practices to inform and provide feedback on student learning, engagement and wellbeing.
Goal 2	Maximise the wellbeing outcomes of students
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> from 85% in 2021 to 93% • <i>Sense of connectedness</i> from 72% in 2021 to 80% • <i>Sense of confidence</i> from 82% in 2021 to 85%

Target 2.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • <i>Collective responsibility</i> from 90% in 2021 to 93% • <i>Parent and community involvement</i> from 69% to 75% • <i>Staff think that most of the parents do a good job</i> from 42% in 2021 to 50%
Target 2.3	<p>By 2026, reduce the percentage of whole school SWPBS Tier 3 data (students with 6+ major behaviours) from 11.7% in 2021 to 10.5%.</p>
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Partner with families/carers and the community to implement targeted support and interventions using a tiered model of support to improve families' and students' positive perceptions of school and improved attendance.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Align the school SWPBS and wellbeing practices using whole school multi-tiered systems of support and interventions that enhance student learning, wellbeing, and engagement.
Goal 3	Improve student engagement, transitions into and through the school and post-school pathways
Target 3.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • <i>Student voice and agency</i> from 82% in 2021 to 87% • <i>Sense of connectedness</i> from 75% in 2021 to 82%

	<ul style="list-style-type: none"> • <i>Simulated learning</i> from 83% in 2021 to 88% • <i>School-based transitions</i> (Year 7 and new students) from 77% in 2021 to 85%
Target 3.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • <i>Parent and community involvement</i> from 69% in 2021 to 75% • <i>Collective responsibility</i> from 90% 2021 to be at 93%
Target 3.3	<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • <i>Positive transitions</i> from 68% in 2021 to 75% • <i>Simulated learning</i> from 68% in 2021 to 75% • <i>Support services</i> from 60% in 2021 to 70%
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop and embed a tailored approach that enables positive transition outcomes for each student.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and implement appropriate pathways programs that support students in identifying and achieving viable post-school destinations
Key Improvement Strategy 3.c	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school