

School Strategic Plan 2020-2024

Jennings Street School (5215)



Submitted for review by Rosemary Hayes (School Principal) on 20 October, 2020 at 11:07 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 22 October, 2020 at 04:22 PM
Awaiting endorsement by School Council President

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School vision	<p>All staff were involved in the development of the school Vision, Mission and Values. The Learning Vision at Jennings Street School has recently been developed. "At Jennings Street School we strive to achieve learning excellence for each and every student. Our values of safety, learning and respect highlight essential teachings for our students with autism, to equip them to maximise their potential and lead fulfilling lives". Within our vision and mission we promote a continuous process of collaboration between research, therapy, curriculum, and pedagogy to understand and deliver best practice in education for students with autism" hinges on the collaborative, multi disciplinary approach to teaching the essential skills and knowledge for students with autism to thrive in life. The school is in the process of undertaking facilities and document "branding" around the vision, mission and values. This process will further enhance the development of embedded language around our beliefs.</p>
School values	<p>Respect: We will respect other staff and their opinions, and speak to people in a respectful manner. We will respect our school values and protocols, as well as reinforce school goals and direction. We will respect students by being open and differentiating the way we speak to and plan for their different needs.</p> <p>Learning: We will be open to new, evidence based learning that enables us to provide structure, consistency and clear expectations in the classroom. We will adopt and learn from the students with flexibility, an open mind and no judgements in order to support them in their learning of self regulation strategies. We will provide differentiated tasks while modelling and scaffolding appropriate social interaction between students.</p> <p>Safety: We will develop a solid understanding of individual students, and the responsibility for teaching safety methods to these students, this includes using Restorative Practice, explicit procedures, structures and Zones of Regulation. We will use Restorative Practice, Team Teach, policies and procedures, as well as documentation and protocols to create and maintain a safe environment. We will develop understanding of what safety is and the means to facilitate this in different school environments; this includes having the ability to request support from others including leadership when/ if needed.</p> <p>The school values have been reviewed with documented collective understandings established for teachers and students aligned to each value, Safety, Learning and Respect. Student and teacher expectations were documented and informed the development of classroom expectations. These are the reference point for the Restorative Practice Model across the school & staff have been trained in developing a common language and processes for delivering the Jennings Street School Restorative Practice Model.</p>

	<p>There is priority work to be done around developing and using common language, and branding in order to embed this into our practices. Coaching roles have supported teachers to establish highly effective classroom learning environments, structures, strategies, supports and embedded language to promote a safe and orderly environment. In 2020 the SWPBIS framework continues to inform the foundations to create a successful classroom learning environment for our students. Social Communication, Emotional Regulation and Transactional Supports create the conditions for success. A revised Student Wellbeing policy is detailed and referral process in place. Explicit teaching around our school values and expected behaviours is key learning for our students. Most students have personalised toolboxes to empower them to regulate and self monitor. The teaching of pro-social behavior is essential, with documented Personal and Social Units of work implemented termly. The teaching of Personal and Social competencies remains priority work with therapists teaching and modelling social thinking, emotional regulation and play skills. Whole school PL around Restorative Practice provided staff with understandings of the principles. These are the reference point for the Restorative Practice Model across the school & staff were trained in developing a common language and processes for delivery of the Jennings Street School Restorative Practice Model. This body of work supports the implementation of our school values, Learning, Respect and Safety.</p>
<p>Context challenges</p>	<p>After 6 years in operation the school has established strong foundations in creating a safe and orderly environment. Teaching and Learning, Assessment and Reporting policies and processes reflect the Victorian Curriculum Framework, with the school establishing priority learning and teaching content to reflect the minimum standards and mandates. The pillars of the school reflect constructing learning environments underpinned by autism friendly practices that reflect the PBIS Framework, optimizing personalized communication and literacy development and the teaching of personal and social learning.</p> <p>Increasing student voice and agency: The SRC has representation across cohorts.. It has had a largely a ceremonial role within the school providing voice to those on the committee but not necessarily the wider student body. Baseline data has been collected in Term 4 to get clearer ideas from staff what they consider voice and agency looks like at Jennings Street School. - it will inform the work moving forward in this area and the role of the SRC within that. Preliminary data has been gathered from a staff audit. The audit is designed to provide base line information about how the staff feel student voice and agency is operating in our school. The preliminary analysis indicates small percentages of staff are feeling positive about student voice and agency within JSS: 71% of staff have indicated a positive response suggesting that strategies are being employed that promote student voice within the classroom.,4% indicated as not relevant or unsure. 14% of staff indicated a positive response that strategies are employed that promote student voice within whole school. 51% as not relevant or unsure. 5% of staff indicated a positive response that strategies are being employed that promote student agency within the classroom, 22% not relevant or unsure. 5% of staff indicated a positive response that strategies are being employed that promote student agency within whole school. 49% not relevant or unsure. 5% of staff indicated a positive response that strategies are being employed that promote student decision making within the classroom.22% not relevant or unsure. 4% of staff have indicated a positive response suggesting that strategies are being employed that promote student decision making whole school. 19% not relevant or unsure. 33% of staff indicated a positive response around the school promoting participation in decision making, 10% not relevant or unsure.</p>

	<p>Embedded Assessment The development of Curriculum sub committees monitored by the SIT Team will support the school to move forward with the implementation of curriculum priorities. The development of priority student assessments appropriate to learning cohorts, will inform teaching and learning and support teachers to target this to individual learning and behavioral needs of students. An embedded assessment schedule within the annual calendar will support comprehensive assessment practices. Increasing the data literacy of all staff by accessing and analyzing comparative data in core areas of the curriculum such as Reading, phonics, communication, writing and mathematics will enable us to identify and track the number of students demonstrating learning growth.</p> <p>A-C Common Assessments providing evidence informed learning and teaching content in English, Maths, Personal and Social Learning.</p> <p>V/CAL /Senior School Curriculum In 2020 the school began the process of accreditation to provide the Foundation level of the Victorian Certificate of Applied Learning (VCAL) for students in their final two years of schooling Panel members agreed the school implemented programs and strategies to support the growing number of students as they moved into their senior years and to prepare them for post school life. In the later years, learning was designed to provide students with opportunities to develop communication, social competencies, self-confidence and independence</p>
<p>Intent, rationale and focus</p>	<p>The school has embedded the foundations to develop a safe and secure learning environment. The schools mission statement, identifies the core knowledge and competencies that the school is trying to achieve. "At Jennings Street School we strive to achieve learning excellence for each and every student. Our values of safety, learning and respect highlight essential teachings for our students with autism to equip them to maximise their potential and lead fulfilling lives.</p> <p>Fundamental objectives of the school include; To maximize the communication skills and competencies so that every student reaches their optimal development. To maximize every students ability to participate optimally in society by providing them with knowledge understandings and tools to support their management of self and ability to socially interact with others. To optimally develop the independence of every student to support their functionality beyond school and in the community. To provide all students with learning opportunities and experiences that will enable them to access work and further education.</p> <p>The School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Improving and measuring learning growth in English and Mathematics • Evidence based assessments and decision making • Embedding a pedagogical model • Engagement in learning • Developing active and empowered learners • Personal and social development

	<p>These priorities will support the school improve its focus on evidence based learning and empower teachers to use and own data to drive the learning for their students. Increased focus on cohort and whole school data sets will enable leaders to refine the focus within PLC's and define the priority areas for intervention across the school. It will enable coaches to work more closely building data literacy skills of teachers to reflect and refine their teaching and learning based on data.</p>
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Goal 1	Improve student learning growth in English and Mathematics
Target 1.1	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 61% (2024)</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 20% (2024).</p>
Target 1.2	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 72% (2024).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 10% (2024).</p>
Target 1.3	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% (2020) to 59% (2024).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% (2020) to less than 17% (2024).</p>
Target 1.4	The percentage of students working at Foundation or above will demonstrate an increase in positive growth in Mathematics from 62% (2020) to 74% (2024).

	The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% (2020) to less than 10% (2024)
Key Improvement Strategy 1.a Curriculum planning and assessment	To fully implement evidence-based assessments and decision making across the curriculum
Key Improvement Strategy 1.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.
Goal 2	Improve student engagement in learning.
Target 2.1	<p>The SSS—Teaching and learning implementation for:</p> <ul style="list-style-type: none"> • Focus on real life problems will increase from 80% (2019) positive endorsement to 92% (2024) • Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 74% (2024) • Understand formative assessment will increase from 64% (2019) positive endorsement to 76% (2024)
Target 2.2	<p>The POS</p> <ul style="list-style-type: none"> • Voice and Agency will increase from 84% (2019) positive endorsement to 92% (2024) • Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 94% (2024)

Target 2.3	A Student survey to gain student perception of their engagement in learning will be developed and benchmark information established in 2021.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop students as active and empowered learners.
Goal 3	Improve the ability of students to understand themselves and socially relate with others.
Target 3.1	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 47% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 65% (2021).</p>
Target 3.2	<p>The percentage of students working at Foundation or above will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 54% (2020) to 66% (2024).</p> <p>The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 71% (2024).</p>
Key Improvement Strategy 3.a Health and wellbeing	Build the personal and social capabilities of each student.

