

# School Strategic Plan for Berendale School

## 01-4928

## 2015- 18

### Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name    Paula Barnett</p> <p>Date     25/03/2015</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name    Kon Peltekis</p> <p>Date     25/03/2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name    Dean Mann A/RD</p> <p>Date     24/07/2015</p>



## School Profile

<b>Purpose</b>	<p>Berendale School will provide educational opportunities for students to enhance their ability to live, work and participate in their community in a similar way to their non- disabled peers. The Curriculum will emphasize employability skills and promote inclusive interests in hobbies, skills and recreational activities that are utilized by students in their post school life. Independence and social skills will be central to each area of the curriculum, as is the concept of practicing skills in real life situations. Each student will have a clearly defined career pathway and a record of work experience.</p>
<b>Values</b>	<p>Berendale School believes that students with disabilities have skills and abilities that will enable them to work, volunteer and add value to the community. In addition our students have the right to be valued for their input and contribution to community life. We advocate for inclusiveness, equal opportunity, dignity, respect and recognition of the abilities of our student cohort. Our school values are:</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Respect</li> <li>• Persistence</li> <li>• Doing our best</li> <li>• Acknowledging our abilities</li> <li>• Helping others</li> <li>• Being tolerant</li> </ul>
<b>Environmental Context</b>	<p>Beyond the School Gates continues to engage with 19 local schools and has serviced over 700 students from the local area in four key areas of intervention: Vocational Education, Health, Recreation and Family Support. Programs are conducted during school hours, after school hours, weekends and during the holidays. As a Registered Training Organization we provide auspicng services to other Specialist Schools and conduct a 'Ticket To Work School Based Apprenticeship and Traineeship program yearly on site for 14 students from a range of schools.</p> <p>The school works with a range of providers and has developed strategic partnerships with local disability organisations and `community groups.</p> <p>Our volunteer programs with Elanora and Fairways Aged Care Facilities enable us to teach real life skills in a supportive environment</p>

	<p>and provide a valuable service to these organisations including running a coffee shop on site at Elanora. Our Horticulture program is enhanced by volunteering to maintain the gardens at Katandra School.</p> <p>The school continues to be utilized by community agencies including disability swimming group, local sporting teams, disability art groups and the shared use of our pool with Bentleigh Bayside Community Health Service.</p> <p>We will continue to provide special education services to all students with disabilities from South- East Suburbs and encourage the use of the school building as a community facility. We are developing partnerships with local Specialist Schools to develop shared programs and facilities.</p> <p>The future provision of Beyond the School Gate programs will depend on re- funding the program however the awareness of the program and its benefits has increased disability programs and issues being regarded as core business of community agencies in the local area. The program is aligning with future NDIS providers with the potential for funding when it is introduced.</p> <p>The school will continue to promote the notion that all students with disabilities have employability skills and are able to work in a full time, part time or voluntary capacity. Accordingly the school will increase provision in career education, planning and training in the Year 7 &amp; 8 areas and continue our current programs in other years.</p> <p>At the same time during this Strategic Plan period we will ensure that all internal teaching and learning is personalized to the needs of each student and that data is available to show progress and determine the next learning steps for each student.</p>
<p><b>Service Standards</b></p>	<p>General</p> <ul style="list-style-type: none"> <li>• The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</li> <li>• The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan</li> <li>• The school will provide specialized services to students with disabilities from local Secondary and Specialist Schools.</li> <li>• The school guarantees all students access to a broad, balanced and flexible curriculum including personalized learning and the creation of clear career pathways.</li> <li>• The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</li> <li>• All students will receive opportunities to practice skills in real life situations and work environments.</li> </ul> <p>Specific</p> <ul style="list-style-type: none"> <li>• The school will respond to all communication by parents and caregivers within 2 working days via email, phone communication books or personal meetings.</li> </ul>

	<ul style="list-style-type: none"><li>• Parents will attend Student Support Group meetings and assist in the development of Individual Learning Plans</li><li>• Parents will be engaged regularly when their child does not behave in a socially acceptable manner and behavior management plans will be developed in cooperation with parents, staff and professionals.</li><li>• Students will play an active part in the development and review of the school's behaviour policies and contribute to Individual Behaviour Plans .</li><li>• All teachers will provide timely and targeted feedback to students and parents on Individual Learning goals.</li></ul>

## Strategic Direction

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	To improve student Learning outcomes throughout the school.	<ul style="list-style-type: none"> <li>Measurable improvement shown in literacy, numeracy and non-traditional curriculum areas indicated by data</li> <li>Student feedback indicates a high degree of satisfaction in the teaching and learning process.</li> </ul>	<ol style="list-style-type: none"> <li>Expand the breath of student data collection in non-traditional curriculum areas.</li> <li>Design and develop personalised learning plans for all students in years 7 to 10.</li> <li>Develop new ways to collect student feedback that is used to formulate teaching practice.</li> </ol>
<b>Engagement</b>	To enhance student competency towards a smooth transition to inclusive community activity.	<ul style="list-style-type: none"> <li>All students participate in recreation and leisure activities during school and out of school hours.</li> <li>The parent opinion survey indicates increased parent satisfaction in school communication.</li> <li>New policy and procedural documents are completed by a</li> </ul>	<ol style="list-style-type: none"> <li>To increase the range and diversity of leisure, hobby and recreational activities, participated in by students in the community and at school.</li> <li>To enhance communication and interaction between parents and teachers at Berendale School and to complete a collaborative review of policy and protocols' for the school community.</li> </ol>

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		nominated parent a body and approved by school council.	
<b>Wellbeing</b>	To improve whole school wellbeing.	<ul style="list-style-type: none"> <li>• Student wellbeing data base is established and staff have access to relevant student information that impacts on student learning and wellbeing.</li> <li>• A wellbeing team for students is established across the sub schools and makes adjustments to the environment to create an optimum learning environment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Investigate, develop and implement a whole school data base of student wellbeing.</li> <li>2. Develop a whole school wellbeing team with representation for each sub school.</li> <li>3. To present professional development activities to staff in relation to complex mental health, self-harm and behavioural issues.</li> </ol>
<b>Productivity</b>	To enhance teaching and learning productivity through shared resources and expertise across specialist and secondary schools.	<ul style="list-style-type: none"> <li>• Increased participation rate of students with disabilities in VET and VCAL activities in the Bayside, Kingston and Glen Eria areas.</li> <li>• Schools in the local area show satisfaction (yearly survey) with the specialised services provided to students with disabilities.</li> </ul>	<ol style="list-style-type: none"> <li>1. To share facilities across schools to provide a greater range of VET and VCAL programs.</li> <li>2. To develop a consultative program across secondary schools to assist with the learning needs with students with disabilities.</li> <li>3. To improve student programing by sharing staff, facilities and resources across sub school 1 and 2 and sub schools 2 and 3 for designated programs.</li> </ol>

## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<b>Achievement</b> <ul style="list-style-type: none"> <li>Expand the breath of student data collection in non-traditional curriculum areas.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Investigate and develop assessment data in areas of literacy, numeracy, social skills and employment.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment data incorporated in individual learning plans and school reports.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Year level data collated and analysed to show student learning growth.</li> </ul>	<ul style="list-style-type: none"> <li>All individual student data shows improvement in the designated areas and staff use data to show learning trends in sub schools and across the whole school.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Collated data is analysed and aligned to student behavioural goals.</li> </ul>	<ul style="list-style-type: none"> <li>Staff make links between improved student behaviour and growth in student learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review assessment strategies and make recommendations on future assessment strategies to indicated achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand the relevance of student assessment and how it can be used to formulate personalised learning plans and enhance student learning growth.</li> </ul>
<ul style="list-style-type: none"> <li>Design and develop personalised learning plans for all students in years 7 to 10.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Review individual learning plans and develop methods to personalise plans for individual student learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>Student data is used by teachers to plan individual curriculum and differentiation in teacher delivery.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop and trial personalise learning plans in years 7 - 8.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers recognised the importance of behaviour goals on student learning and include them in personalise learning plans.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Personalised learning plans introduced to students in years 7 - 10.</li> </ul>	<ul style="list-style-type: none"> <li>Student data is used by teachers to plan individual curriculum and differentiation in teacher delivery.</li> </ul>

			<ul style="list-style-type: none"> <li>Staff understand that student feedback is a useful indicator of successful student learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Staff make recommendations on improved student learning for the next strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand that the learning process is continually evolving and that personalised plans need to be adapted to ensure that individual learning styles and student diversity is catered for.</li> </ul>
<ul style="list-style-type: none"> <li>Develop new ways to collect student feedback that is used to formulate teaching practice.</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Establish a learning team to investigate viable methods of collecting student feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand the validity and accuracy of student feedback in regards to effective teaching.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Learning team make recommendations on 3 forms of student feedback for each sub school.</li> </ul>	<ul style="list-style-type: none"> <li>All staff are willing to engage in the 3 forms of student feedback suggested for their sub school and understand that the process is related to their own performance and development.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Student feedback is collected and collated.</li> </ul>	<ul style="list-style-type: none"> <li>Student feedback is analysed and is used to develop and inform future student learning.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Student feedback process reviewed by both staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>The improvement in student data is aligned to positive behaviour goals, individual instruction and informed teacher performance from multiply student feedback sources.</li> </ul>
<b>Engagement</b> <ul style="list-style-type: none"> <li>To increase the range and diversity of leisure, hobby and recreational activities, participated in by students in the community and at school</li> </ul>	Year 1	<ul style="list-style-type: none"> <li>Audit conducted on current recreation, leisure and hobby activities participated in by students at school, in the community and through Beyond the School Gates.</li> </ul>	<ul style="list-style-type: none"> <li>Student interest as detailed in the audit is used to develop new programs and staff are aware of the importance of participation in community activities and the relevance to community inclusion.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Recreation, leisure and hobby activities developed and incorporated into a personal development program participated in by years 7-12.</li> </ul>	<ul style="list-style-type: none"> <li>Staff understand the importance of student participation in the development of personal goals in recreation, leisure and hobby activities.</li> </ul>

	Year 3	<ul style="list-style-type: none"> <li>▪ Student interest in these areas recorded in MIPs, career plans and personalise learning plans.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff acknowledge the connection between recreation, leisure and hobbies in career planning, employability and the relevance on social inclusion.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Record increased student activity in community recreation, leisure, hobby areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased recreation, leisure and hobby is evidenced in school curriculum and personalised learning plans.</li> </ul>
To enhance communication and interaction between parents and teachers at Berendale School and to complete new policies and protocols in the communication area.	Year 1	<ul style="list-style-type: none"> <li>▪ Professional development activities conducted in areas of parent / school communication, conducting parent/teacher interviews and parent grief associated with disability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff feedback indicates a greater understanding of parent concerns, anxiousness and grief associated with disability and display visible methods of better communication.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Survey parents to establish satisfaction levels of current communication practices such as newsletter, connective, information sessions and whole school events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School council has a better knowledge of the type of communication that is most effective between parents and the school.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ School council in collaboration with staff plan whole school events, celebrations, formal meetings and information sessions from the information gained from parent surveys.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The whole school community celebrates the achievements of the school by attendance at whole school events. Parents show satisfaction of interaction between the school at formal meetings and information sessions.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Communication protocols developed and implemented into school practice.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff, parents and school council collaborate and develop the new communication protocols productively in a professional manner that demonstrates their alignment with the new practices.</li> </ul>
<b>Wellbeing</b>	Year 1	<ul style="list-style-type: none"> <li>▪ Investigate a whole school data base of student wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff agree to the implementation of a data base to enhance student wellbeing.</li> </ul>

Investigate, develop and implement a whole school data base of student wellbeing.	Year 2	<ul style="list-style-type: none"> <li>Whole school data base selected and protocols established for staff access to student information.</li> </ul>	<ul style="list-style-type: none"> <li>Staff agree on the protocols established and on access levels and restrictions to provide viable information yet protect student privacy issues.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Whole school data base implemented and used as an information tool, risk analysis for student intervention and a source to inform wellbeing decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Staff use the data base effectively and have a greater knowledge of relevant student welfare issues.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>To review the effectiveness of the data base and the formation of a wellbeing team across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff give feedback on the value of the effectiveness of the data base on improving student wellbeing across the school.</li> </ul>
Develop a whole school wellbeing team with representation for each sub school.	Year 1	<ul style="list-style-type: none"> <li>School wellbeing team developed representative of all sub schools and the roles, responsibilities and terms of reference established.</li> </ul>	<ul style="list-style-type: none"> <li>Staff agree on the protocols and the responsibilities established for the student wellbeing team.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Students are referred to the wellbeing team to case manage wellbeing issues, provide advice and assistance and develop appropriate behaviour goals.</li> </ul>	<ul style="list-style-type: none"> <li>Staff utilise the wellbeing team for referrals and are satisfied that these issues are dealt with in a timely and effective manner.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Student wellbeing team works with staff to develop individual behaviour plans for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Staff use the individual behaviour plans to improve student wellbeing, and demonstrate strategies to improve student wellbeing in the classroom.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review the current practices of the wellbeing team and the effectiveness of the program throughout the school.</li> </ul>	<ul style="list-style-type: none"> <li>Whole school feedback demonstrates the effectiveness of the wellbeing team and the future directions that will improve student wellbeing.</li> </ul>
To present professional development activities to staff in relation to complex mental health, self-harm and behavioural issues.	Year 1	<ul style="list-style-type: none"> <li>Engage professional development providers to conduct staff in-services in the areas of mental health and self-harm.</li> </ul>	<ul style="list-style-type: none"> <li>Staff display greater knowledge of mental health issues and the impact this has on student learning.</li> </ul>

	Year 2	<ul style="list-style-type: none"> <li>Mental health care providers contribute to the behavioural plans of students with mental health issues and are linked to the whole school wellbeing data base.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have knowledge of professionals involved with students with mental health issues and understand when they should utilise their expertise for the student or themselves.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Behavioural plans guide personalised learning plans and curriculum initiatives for students with mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioural plans used by staff form the basis of teaching and learning strategies for students with mental health issues.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Extend outside links for expertise and guidance for staff dealing with complex mental health issues.</li> </ul>	<ul style="list-style-type: none"> <li>School has established links with mental health providers and has created a resource base of professional providers catering for students needs.</li> </ul>
<b>Productivity</b>  To share facilities across schools to provide a greater range of VET and VCAL programs.	Year 1	<ul style="list-style-type: none"> <li>Use established links with schools from the Partnerships for Learning Program and the Secondary Schools VCAL network, to promote shared facilitation of resources for students with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>Firm links are established between participating schools and there is agreeance in sharing facilities, school sites, resourcing and staff for students with disabilities.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Develop a network of teachers, trainers and ES staff who have training qualifications and industry experience in vocational educational and training programs.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders are willing to share and develop a data base of VET and VCAL providers for students with disabilities.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Develop shared VET and VCAL programs across Specialist and Secondary Schools in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>Schools indicate the sharing of staff, facilities and resources is beneficial to the delivery of VET and VCAL for students with disabilities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Best practice in VET and VCAL instruction will be shared across the Bayside, Kingston and Glen Eria areas.</li> </ul>	<ul style="list-style-type: none"> <li>A greater number of students with disabilities will have access to VET and VCAL programs.</li> </ul>
	Year 1	<ul style="list-style-type: none"> <li>To develop protocols to provide professional knowledge, resources and programming advice to staff of</li> </ul>	<ul style="list-style-type: none"> <li>The local use of the program indicates the viability and need for this particular consultative resource.</li> </ul>

To develop a consultative program across secondary schools to assist with the learning needs of students with disabilities.		students with disabilities in Secondary Schools in the Bayside, Kingston and Glen Eria areas.	The continuation of the program relies on the current and future potential usage.
	Year 2	<ul style="list-style-type: none"> <li>Berendale will continue to offer consultative services in disability area for Secondary Schools in conjunction with the Katandra intervention program for Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Continued use of the program and feedback by Secondary Schools drives the improvement of the consultative process.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Analyse the effectiveness of the consultative service and seek feedback from participating schools and Berendale staff working in the program.</li> </ul>	<ul style="list-style-type: none"> <li>Critical analysis of the program will enable the school to make informed decisions about planning and developing future consultative programs and that enhance the learning environment students with disabilities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Review the program in consideration of the feedback and establish strategies to further develop an effective service.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback on current practice will determine the future protocols and practices of the consultative service.</li> </ul>
To improve student programing by sharing staff, facilities and recourses across sub schools 1 and 2 and sub schools 2 and 3 for designated programs.	Year 1	<ul style="list-style-type: none"> <li>Plan and implement curriculum across sub schools 1 and 2 in career planning and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>The students in sub schools 1 and 2 have worked effectively together and demonstrated that it is productive to share staffing and resources across sub schools.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Plan and implement curriculum across sub schools 2 and 3 in career planning and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>The students in sub schools 2 and 3 have worked effectively together and demonstrated that it is productive to share staffing and resources across sub schools.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Plan and implement curriculum across sub schools 1, 2 and 3 in the social skills area including whole school events.</li> </ul>	<ul style="list-style-type: none"> <li>Shared facilitation of programing demonstrates enhances sociability of students when working in large groups.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Develop a scope and sequence plan and rationale for shared delivery of</li> </ul>	<ul style="list-style-type: none"> <li>The scope and sequence plan demonstrates staff commitment to</li> </ul>

		programming and staffing across sub schools.	efficient and shared facilitation of student programing.
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