**School Strategic Plan 2019-2023**

Croydon Special Developmental School (5210)



Submitted for review by Elizabeth Anderson (School Principal) on 18 November, 2019 at 05:46 PM  
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 25 November, 2019 at 04:54 PM  
Endorsed by Steve Ingram (School Council President) on 12 December, 2019 at 03:04 PM

**School Strategic Plan - 2019-2023**

Croydon Special Developmental School (5210)

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| School vision | To create a supportive, caring environment with excellence in teaching and learning to assist students to do their best and maximise independence. |
| School values | Croydon SDS values are: Care – for yourself, for other people, for property, for the environment Share – with people – things, ideas, times, take turns Do your best – try hard, have a go, persist – do not give up. Be Safe - Keep yourself and others safe.  A specific set of expected behaviours related to these values are displayed in all classrooms and across the school. Staff professional learning and communication with parents focusses on student development of positive social behaviours and reinforcement of expected behaviours. |
| Context challenges | Croydon Special Developmental School caters for students with a moderate to severe intellectual disability. The Early Education program provides a modified pre-school program for children aged 2.8-5 years. The school is divided into sections - Primary for students from Foundation to Year 6, Secondary - students from Year 7-10 and Transition for students in their final 2 years of schooling. Student class groups take into account individual student learning and support needs and at times there is flexibility with age groupings. Key challenges involve ensuring effective provision of learning programs, consistency of practice and a school environment which caters for a very diverse group of learners. Student voice and agency is an important area for development in the school. This needs careful consideration and is challenging to plan for opportunities for students with a range of complex communication needs. |
| Intent, rationale and focus | Consistent Curriculum and Planning Documentation across the school. Increasing opportunities for student voice and agency. Building student social skills and learning capabilities and independence. These are significant and important for our student cohort to achieve maximum learning and independence. The school review panel also identified these areas for improvement. |

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| Goal 1 | To optimise the learning growth of students in Literacy and Numeracy |
| Target 1.1 | Increase the percentage in the School Staff Survey of teachers continually monitoring the effectiveness of their teaching practice through the analysis of student learning data from 66.7% in 2019 to 75% in 2023.    Increase the percentage in the Croydon SDS Communication Friendly Environment Survey which indicates that the student's most appropriate modes of communication are made available and modelled by staff when interacting with the student from 80% in 2019 to 90% in 2023. |
| Target 1.2 | Increase the percentage in the School Staff Survey of Teachers in the school have a deep understanding of the curriculum they teach from 58.3% in 2019 to 65 % in 2023. |
| Target 1.3 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey to indicate that students are provided with opportunities to demonstrate their learning in a variety of ways from 67% in 2019 to 75% iin 2023. |
| Key Improvement Strategy 1.a Building practice excellence | Build the pedagogical content knowledge of all staff |
| Key Improvement Strategy 1.b Building practice excellence | Develop and embed an instructional model |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Build teacher capacity to use assessment data to improve student learning outcomes |
| Goal 2 | Improve student voice and agency |
| Target 2.1 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 85 % in 2023. |
| Target 2.2 | Improve the positive endorsements in the Parent Opinion Survey for:  Student voice and agency from 67 % in 2019 to 70 % in 2023. |
| Key Improvement Strategy 2.a Empowering students and building school pride | Build staff and parent understanding of student voice and agency |
| Key Improvement Strategy 2.b Setting expectations and promoting inclusion | Strengthen opportunities for student voice, agency and leadership |
| Key Improvement Strategy 2.c Networks with schools, services and agencies | Further develop partnership initiatives with key external organisations |
| Goal 3 | Improve the personal and social capabilities and learning outcomes of each student. |
| Target 3.1 | Increase the school safety and wellbeing percentage in the School Staff Survey from 59 % in 2019 to 65% in 2023. |
| Target 3.2 | Decrease the number of student major behaviour incident reports by 5% by 2023 |
| Target 3.3 | Improve the positive endorsements in the POS for the following factors:   * Confidence and resiliency skills from 86% (2019) to 90% (2023) * Promoting positive behaviour from 93% (2019) to 95% (2023) |
| Key Improvement Strategy 3.a Health and wellbeing | Build a whole school approach to Respectful Relationships |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Embed School Wide Positive Behaviour Support framework |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Build a whole school approach to Multi-Tiered Systems of Support |