**School Strategic Plan 2022-2026**

Baringa Special School (5079)



Submitted for review by Kelly Mether (School Principal) on 15 November, 2022 at 11:25 AM  
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**School Strategic Plan - 2022-2026**

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| School vision | At Baringa School we share a commitment to create a safe, respectful and inclusive environment that supports students to reach their full potential. |
| School values | Baringa School’s values are Be Safe, Be Respectful and Be a Learner. These values are reinforced across the whole school on a daily basis. Our approach aligns academic and behavioural systems to create an emphasis on explicitly teaching, monitoring and rewarding appropriate behaviour. We use a behaviour matrix to teach our values, which are separated into seven different settings relevant to our school: Always, Everywhere; Inside; Outside; Toilets; Buses; Community and Technology |
| Context challenges | Baringa School provides special education to students aged 5-18 diagnosed with a mild intellectual disability (with an IQ between 50 and 70). In addition, the majority of students present with co-morbidities including: medical, ASD, language disorders, ADHD, behavioural challenges, ODD, and mental health issues. The student population draws from a wide geographical area predominantly within the Latrobe Valley, including Moe, Morwell, Traralgon and Churchill. We also have students from Rawson, Trafalgar and Willow Grove in the Baw Baw Shire. The large majority of our student cohort are transported to school by bus, which creates a challenge in developing strong school / family partnerships .   Baringa has a School Family Occupation Index of 0.8. and the school population experiences a range of issues associated with high levels of poverty. In addition, many parents have an intellectual disability. Staff attraction is a challenge for the school, with a limited pool of suitably qualified staff to draw on. The school has a very small bank of casual relief teachers which can limit capacity for groups of staff to be released to undertake professional development as a group.  Baringa School provides a safe, supportive learning environment, through individualised learning programs aimed at maximising the potential of all students. Our goal is to develop independent and motivated students who take responsibility for their learning by providing consistent, targeted and differentiated instruction and learning opportunities. The specific behavioural needs of a minority of students in each room have an impact on the total school population, with some students requiring 1-1 supports, time out of classrooms, individual behaviour plans etc. Maintaining strong wellbeing support within the school is a priority, to ensure there are adequate resources to manage the wellbeing needs of such a complex school community.   In order to provide a learning program that is stimulating and relevant to the needs of our students, the school operates within four distinct units/teams; Lower Primary, Upper Primary, Secondary and the Senior Learning Centre (SLC). Teachers, Education Support Staff, two Speech Pathologists and a Speech Assistant, and Mental Health Practitioner support small classes. Individual Learning Plans (ILP’s) focus on all areas of the Victorian Curriculum with a particular emphasis on literacy, numeracy, social skills, science and health and PE. Our Primary teams have additional focuses in the area of personal safety while our Secondary and SLC teams provide programs involving community access, vocational training, work experience and life skills.   Student enrolment in 2022 is 162.2 FTE, with an equivalent full time staff of 61.60, including 2.60 principal class, 29.30 teachers and 29.40 education support staff. The Wellbeing Team includes an Assistant Principal - Wellbeing, a 0.8 Student Wellbeing Learning Specialist, 0.80 Welfare Coordinator, two ES wellbeing support officers, and a full time Mental Health Practitioner. The Curriculum Team includes an Assistant Principal - Curriculum, a 0.6 Learning Specialist (coaching and mentoring), and a 0.6 Literacy Coach. |
| Intent, rationale and focus | Goal 1  To improve student outcomes with a focus on literacy. Rationale: The 2022 School Review Panel acknowledged the PLC focus for the past four years had been numeracy. In 2021, the school introduced a phonics based reading program and it was identified that there is a need to continue to embed this program. The panel also identified a further need to develop the other dimensions of literacy, to align literacy practices throughout the school with evidence based programs. Adding more rigour to all literacy programs will increase student outcomes for their ILP goals in reading, writing and speaking and listening.   Goal 2 To improve students’ independence. Rationale: The 2022 School Review panel identified that over the span of the 2018-2022 SSP, there had been a large focus on curriculum, leading to many positive structures, processes and practices being developed to support teaching and learning. By having such a large focus academic skills, the panel recognised that some of the critical functional life skills needed by our students were not being consistently taught across the school to the desired level. The development of a whole school approach to improving student independence will result in greater consistency of practice and ensure a more wholistic approach between academic and life skills is achieved for our students.   Focus: The initial focus of the school will be to re-align school based resources in line with our SSP 2022-2026 goals and key improvement strategies. Key human resources such as initiative leaders / teams will be identified during 2022, and time allocation, meeting schedules and associated budgets will be put in place. These teams will then establish a four year action plan, that will be used to guide progress, resourcing and pacing of the KIS. Use of the SSP/AIP monitoring systems will be used to monitor the schools progress against the KIS and targets to track progress. |

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| **Goal 1** | To improve student outcomes with a focus on literacy. |
| Target 1.1 | By 2026, increase the proportion of students meeting the Reading goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. |
| Target 1.2 | By 2026, increase the proportion of students meeting the Writing goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. |
| Target 1.3 | By 2026, increase the proportion of students meeting the Speaking and Listening goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. |
| Target 1.4 | By 2026, improve the percentage positive endorsement on the School Staff survey in:   * the Teaching and learning planning module from 72% in 2021 to 80% * the Teaching and learning evaluation module from 70% in 2021 to 77% * the Instructional leadership factor from 65% in 2021 to 75% |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop document and implement an evidence–based whole school approach to literacy with an initial focus on writing |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Deepen the capacity of all teaching staff to use data to inform their teaching and to assess effectiveness of their practice. |
| Key Improvement Strategy 1.c 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 | Develop the capabilities and skills of leaders to support school improvement including the implementation of the whole school approach to literacy. |
| **Goal 2** | To improve students’ independence. |
| Target 2.1 | By 2026, increase the following factors on the Attitudes to School Survey (AtoSS):   * Emotional awareness and regulation from 80% in 2021 to 85% * Sense of confidence from 85% in 2021 to 90% |
| Target 2.2 | By 2026 in the SWPBS data:   * Proportion of students who had referrals for additional support at Tier 1 to be 80%. Baseline data in 2021 was 75% * Proportion of students who had referrals for additional support at Tier 2 to be 15%. Baseline data in 2021 was 20% |
| Target 2.3 | By 2026, improve the percentage positive responses on the School Staff Survey in the Applicability of professional learning factor from 64% in 2019 to 70%. |
| Target 2.4 | By 2026, improve the percentage positive responses on the Parent Opinion Survey for the measure Overall student development from 77% in 2021 to 83%. |
| Target 2.5 | By 2026, improve the proportion of students participating in community–based post–school preparative programs from 80% in 2021 to 85% for students whose attendance was at or above 85%. |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | To develop, document and implement a whole school approach to the teaching of functional life skills related to the curriculum. |
| Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | To develop and consistently implement Tier 1 and 2 SWPBS interventions throughout the school. |
| Key Improvement Strategy 2.c 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 | To develop and embed the requisite skills in staff, contextualised to the school in terms of student behaviour and teaching strategies. |