

School Strategic Plan 2023-2027

Ashwood School (5097)



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School vision	Ashwood School is a co-educational specialist school for primary and secondary aged students diagnosed with a mild intellectual disability. We aspire to be a centre of excellence and a school of first choice in the field of special education.
School values	<p>Ashwood School's vision is underpinned by our core values of:</p> <ul style="list-style-type: none">- RESPECT - showing care and consideration of others, the environment and oneself- INTEGRITY - being honest, trustworthy and fair- PASSION and OPTIMISM - being confident, persistent, resilient and enthusiastic- RESPONSIBILITY - taking charge of your actions and words and actively contributing to the school community <p>Ashwood School has three key expectations for students which have been formulated in line with our values:</p> <ul style="list-style-type: none">- Be a Learner - We are committed to supporting each other and having a go at diverse learning opportunities. By reflecting on our mistakes and not giving up we build success.- Be Responsible - We are committed to supporting each other in taking responsibility for our own actions and achieving independence.- Be Safe - We are committed to creating environments that ensure the wellbeing of every member of our school community.
Context challenges	<p>Ashwood School is widely recognised as a centre of excellence and a school of first choice in the field of specialist education. All students are assessed as having a diagnosis of a mild intellectual disability and are funded through the Department of Education's Program for Students with Disabilities. The Ashwood School community is diverse with students coming from a wide geographical area including the municipalities of Monash, Boroondara, Manningham, Stonnington, Whitehorse, Glen Eira and Bayside.</p> <p>Ashwood School is proud of its achievements in student learning. Students are fully supported to learn in a nurturing yet rigorous school environment. All students have an Individual Education Plan based around their specific educational needs. Goals in all curriculum areas are informed through the use of data from a range of assessment tools and teacher judgment against the Victorian Curriculum and VPC Curriculum. Students are taught by a highly qualified teaching team, each of whom is a specialist in provision of inclusive educational practice. Close consultation with parents and carers at SSG meetings ensures there is a team approach to the implementation of each student's individualised educational program.</p> <p>The School Wide Positive Behaviour Support Program is implemented and embedded into our school's RIPOR program. This whole-school framework assists with the development and maintenance of a positive learning environment. The proactive systems within the school assist us to define, teach, review and support students to practise safe and engaged behaviours underpinned by our school values and RIPOR expectations: Be a Learner, Be Safe, and Be Responsible.</p>

	<p>Student wellbeing is prioritised through provision of a safe, inclusive and connected school community. Our student wellbeing team focus on engaging our students in their learning and establishing their sense of belonging through implementation of developmentally differentiated supports designed to enhance social-emotional skills and mental health.</p> <p>Student leadership is prioritised with student leaders appointed in both the Primary and Secondary School in the specialised curriculum areas of sport, visual arts, performing arts and sustainability. Four school captains provide student leadership across the school, with facilitation of the weekly whole school assembly a highlight.</p> <p>Well established inclusive practices support our students and their families to feel valued as important members of our school community. The school holds great pride in the relationships we have built with all members of our local and wider community and this was recognised as one of our four highlights through the self-evaluation process.</p> <p>Through rigorous participation in the school's self-evaluation and subsequent school review three challenges were identified:</p> <p>1. To what extent has an Ashwood School instructional model been understood and implemented? The panel agreed that effective teaching practice was evident at Ashwood School. It was also evident that variation in approaches, for example, in English and Mathematics, existed within and among sections across the school. The panel recommended that a focus on consistently embedding an instructional model in all classes and learning areas for all students be included in the new SSP.</p> <p>2. To what extent do students have a say in what they learn, how they learn, and how they will show that learning? The panel agreed that the school was excelling in its activation of student voice, leadership and curriculum choice. The panel also highlighted further opportunities presented for activating the role of students as agents in their learning.</p> <p>3. To what extent has the school's approach to student behaviour management, mental health and wellbeing been effective? The panel found that the range of initiatives introduced during the SSP period, and during the pandemic, had effectively promoted student mental health and wellbeing. The school's culture, comprising its goals and values, its practices, and various artefacts clearly demonstrated a child centred approach. The school was exemplary in its responsive, tiered and contextualised approaches and strong relationships that supported student learning, wellbeing and inclusion. The challenge in the new strategic period is to maintain this significant benchmark through implementation of contemporary evidence-based programs designed to support our current cohort of students at their point of need.</p>
<p>Intent, rationale and focus</p>	<p>INTENT Ashwood School's mission is to develop independent learners who achieve their maximum learning outcomes through the delivery of a focused and engaging curriculum that enables students to achieve their potential. The school provides a supportive yet challenging environment that equips students with mild intellectual disabilities with the skills and knowledge to become valued members of the community. Individual Education Plans engage students to achieve their personal best concentrating on building academic, social, emotional, communication, independence and employability skills to ensure a successful post school life.</p> <p>RATIONALE</p>

Implementation of consistent delivery of evidence-based instructional practice and analysis and interrogation of multiple data sets through a PLC approach will supplement the school's focus on high impact teaching and learning, leading to improvement in student learning and wellbeing. Ensuring teacher collaboration and professional development is aligned with the school's strategic goals will further enhance students' access to a quality educational experience in a vibrant, positive and connected community.

FOCUS

Through the school review process it was recognised that the following elements should be prioritised:

- Develop and embed an Ashwood School instructional model in all classes and all learning areas for all students.
- Continue the development and embedding of the Professional Learning Community (PLC) model.
- Continue to build whole school capability to enhance student mental health and wellbeing.
- Continue to strengthen partnerships with families, carers, specialist providers, wider community, and organisations.

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Goal 1	To optimise the learning growth of every student.
Target 1.1	By 2027, Increase the percentage of students achieving growth within or to higher Victorian Curriculum Levels in Reading and Viewing, from 92% in 2023 (semester 2) to 95% (semester 2 2026).
Target 1.2	By 2027, increase the percentage of students achieving growth within or to higher Victorian Curriculum (Mathematics version 2.0) Levels in the Number Strand, from 96% in 2023 (semester 2) to 98% (semester 2 2026).
Target 1.3	By 2026, increase the percentage of students achieving growth within or to higher Victorian Curriculum (Mathematics version 2.0) Levels in the Algebra Strand, from 96% in 2023 (semester 2) to 98% (semester 2 2026).
Target 1.4	By 2027, maintain the percentage of student positive post-school destinations (education, services and/or work) at 100%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	Develop and embed an Ashwood School instructional model in all classes and all learning areas for all students.

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.a 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</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Continue the development and embedding of the Professional Learning Community (PLC) model.</p>
<p>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	

<p>Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>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</p>	
<p>Goal 2</p>	<p>To optimise the wellbeing and independence of every student.</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of students achieving growth within or to higher Victorian Curriculum Personal and Social Capability Levels (Self-Awareness and Management and/or Social Awareness and Management Strands) from 76% in 2023 (semester 2) to 85% (semester 2 2026).</p>
<p>Target 2.2</p>	<p>By 2027, increase or maintain the percentage of students responding positively to the AtoSS factors:</p> <p>Student voice and agency from 79% in 2022 to 85%</p> <p>Sense of confidence at 85% in 2022</p> <p>Sense of inclusion at 84% in 2022</p> <p>Sense of connectedness from 75% in 2022 to 80%</p>
<p>Key Improvement Strategy 2.a</p>	<p>Continue to build whole school capability to enhance student mental health and wellbeing</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.a 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</p>	
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Continue to strengthen partnerships with families, carers, specialist providers, wider community, and organisations</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

Key Improvement Strategy 2.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