

# School Strategic Plan 2018-2022

Echuca Twin Rivers Specialist School (5299)



Submitted for review by Paul Marshall (School Principal) on 31 October, 2018 at 09:58 AM

Endorsed by Paul Hon (Senior Education Improvement Leader) on 06 November, 2018 at 10:09 AM

Endorsed by Scott Morrison (School Council President) on 07 December, 2018 at 10:41 AM

# School Strategic Plan - 2018-2022

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<b>School vision</b>	To provide inclusive and engaging learning that empowers all students for life.
<b>School values</b>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Inclusion</li> <li>• Knowledge</li> </ul>
<b>Context challenges</b>	We support students with an intellectual disability. This creates challenges to provide a quality, differentiated curriculum that engages and extends student learning to the fullest. Many students come from a low socio-economic background and/or are living in out of home care. This impacts students on an emotional level and can create barriers between school and home. We have a relatively high Koorie population of around 20%. We need to be mindful of this and support students and families in an inclusive environment.
<b>Intent, rationale and focus</b>	<p>We are trying to provide a safe, stimulating and inclusive environment where all students can learn to their full potential. We want to empower learners for life.</p> <p>The school recognised the importance of engaging students so that they want to learn. We want them to feel safe and supported at school and ensure that all students succeed. We recognise the importance of student voice and empowering students to become learners for life.</p> <p>As a community we have identified reading/viewing, communication and engagement as priority areas. We hope to support staff to feel confident in their teaching. This will ensure our goals are met and students make the greatest possible gains in learning.</p>

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<b>Goal 1</b>	To improve student outcomes in Reading and Viewing.
<b>Target 1.1</b>	<i>Annually 90 per cent of students will progress within or across a level of the Reading and Viewing Victoria Curriculum continuum.</i>
<b>Target 1.2</b>	<i>Annually 90 per cent students enrolled in VCAL will meet the Literacy outcomes for that year.</i>
<b>Target 1.3</b>	<i>By the end of the review period the school's self-evaluation of the FISO dimension of Evaluating the impact on learning will progress from Emerging (2018) to Evolving or Embedding.</i>
<b>Target 1.4</b>	<i>By the end of the review period the per cent endorsement for the Academic Emphasis factor will increase by 30 per cent from 51 per cent to 81 per cent.</i>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop and embed a professional learning culture with high expectations (BPE).
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Build the capability of all members of staff to effectively utilise the curriculum, planning and assessment cycle (CPA).

<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum (EIL).
<b>Key Improvement Strategy 1.d</b> Evidence-based high-impact teaching strategies	Develop and embed a consistent pedagogical instructional framework for Reading and Viewing (EBHTS).
<b>Goal 2</b>	To improve the ability of students to communicate.
<b>Target 2.1</b>	<i>Annually 90 per cent of students will progress within or across a level of the Speaking and Listening Victoria Curriculum continuum.</i>
<b>Target 2.2</b>	<i>Annually evidence will show 90 per cent of students will meet their communication goals in their ILPs.</i>
<b>Target 2.3</b>	<i>By the end of the review period the per cent endorsement for the Collective Efficacy factor will increase by 15% from 57 % to 72%</i>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and embed a professional learning culture with high expectations (BPE).
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Build the capability of all members of staff to effectively utilise the curriculum, planning and assessment cycle (CPA).
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build the capability of all members of staff to utilise data to implement differentiated instruction and measure learning growth across the curriculum (EIL).
<b>Key Improvement Strategy 2.d</b>	Ensure speaking and listening is embedded across the school's instructional model (EBHITS).

Evidence-based high-impact teaching strategies	
<b>Goal 3</b>	To improve student engagement in learning.
<b>Target 3.1</b>	<i>By the end of the review period the percent endorsement for the Student Voice and Agency factor in the Attitudes to School Survey (AToSS) will increase by 10% from 78% (2018) to 88%.</i>
<b>Target 3.2</b>	<i>By the end of the review period the percent endorsement for the Stimulating Learning factor in the AToSS will increase by 10% from 75% to 85%.</i>
<b>Target 3.3</b>	<i>By the end of the review period the per cent endorsement for the Promote Student Agency of Learning factor in the SSS will increase by 17% endorsement from 58% (2018) to 75%</i>
<b>Target 3.4</b>	<i>By the end of the review period the school's self-assessment of the FISO dimension Empowering Students and Building School Pride will progress from Emerging (2018) to Evolving or Embedding.</i>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Continue to refine and embed with fidelity the Echuca SS SWPBS program (SEPI).
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop and embed practices and processes for the development of high quality ILPs (CPA)
<b>Key Improvement Strategy 3.c</b>	Build the capabilities of staff to provide high quality differentiated sequential teaching and learning programs (CPA)

<p>Curriculum planning and assessment</p>	<p>Develop a learning environment where students have the opportunity to direct the path of their own learning (ESBSP).</p>
<p><b>Key Improvement Strategy 3.d</b> Empowering students and building school pride</p>	