

School Profile

Purpose	<p>Warragul & District Specialist School believes that all students can and will learn, and grow in self-esteem, through fostering a climate of care, dignity and respect, using consistent behavior management strategies, deliberate positive reinforcement, and recognition of achievement.</p> <p>The School promotes a curriculum that develops skills that its graduates will utilize as adults. We believe that graduates should be actively involved in work/further education, participate in managing their own homes, and are active participants in their own local community.</p>
Values	<p>Warragul & District Specialist School Community promote the following values:</p> <ul style="list-style-type: none"> ■ Respect - Thinking of others ■ Persistence - Doing your best ■ Safety - Keeping yourself and others safe ■ Responsibility - For your actions and possessions ■ Positive - Having fun and celebrating
Environmental Context	<p>Warragul and District Specialist School is situated in West Gippsland an hour and a quarter drive east of Melbourne. The school was originally established in 1959 as Mawarra Day Training Centre. In February 1990, the school section of Mawarra was transferred to the Department of School Education and catered for students with a moderate intellectual disability. The school became a dual mode facility in January 1999, providing educational programs for students with a mild intellectual disability as well as those with more profound disabilities. In response to increasing enrolments, a new school was purpose-built adjacent to the Warragul Regional College in 2005.</p> <p>The Warragul and District Specialist School population comprises of approximately 95 students aged 5-18 years with intellectual disabilities. A large percentage of these students have multiple disabilities including, Autism, sensory and physical impairments and associated conditions. Students travel to the school from a broad geographic area, including Drouin, Neerim District, Yannathan/Poowong area and Trafalgar areas. During the period of the last 5 years the school population grew by 66%. This growth in numbers placed additional pressure on school spaces, programs and in attracting suitably qualified staff. In recent years the school has experienced a change in the student profile which is reflective of a state-wide trend towards increased numbers of students with a dual diagnosis of Autism spectrum disorder, and increased enrolment of students with a mild intellectual disability and a history of disengagement into the specialist school system. Between 2006 – 2009, 22.5% of enrolments were from families moving from Melbourne into West Gippsland.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To ensure all students have a functional and meaningful form of communication focusing on Speaking and Listening.	<ul style="list-style-type: none"> 95% of students will achieve their communication/ speaking and listening goals in their ILPs. <p>By 2014:</p> <ul style="list-style-type: none"> 70% of students will advance at least one level of the Key Performance Indicators for communication/ speaking and listening. 	<ul style="list-style-type: none"> Develop the leadership capacity across the school to support all members of staff in providing consistent exemplary teaching and learning practices Embed rigorous assessment and reporting practices to measure individual student progress and inform explicit teaching Develop and implement a whole school curriculum which informs planning and teaching and caters for students with diverse abilities and interests.
Student Engagement and Wellbeing	To improve the capacity of students to take responsibility for their learning and behaviour.	<p>Annually, 95% of students will achieve their Personal Learning goals established in their ILPs.</p> <p>A reduction in the number of non medical and parent choice absences.</p> <p>Targets for 2014:</p> <p>SO Survey</p> <p>Improvement in the areas of:</p> <p>Student Misbehaviour</p> <p>Student Motivation and</p>	Embed in school practices opportunities for students to take responsibility for their learning and their behaviour.

		<p>Learning Environment.</p> <p>PO Survey</p> <table border="1" data-bbox="1043 316 1352 475"> <tr> <td colspan="2">Social Skills</td> </tr> <tr> <td>From: 5.3</td> <td>To: 6.0</td> </tr> <tr> <td colspan="2">Connectedness to Peers</td> </tr> <tr> <td>From: 5.7</td> <td>To: 6.0</td> </tr> </table>	Social Skills		From: 5.3	To: 6.0	Connectedness to Peers		From: 5.7	To: 6.0	
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<p>Student Pathways and Transitions</p>	<p>To develop student independence.</p>	<p>Annually, 95% of students will achieve goals related to independence in their ILPs.</p> <p>SO Survey</p> <p>Improvement in the area of:</p> <p>Student Decision Making</p> <p>PO Survey</p> <table border="1" data-bbox="1043 783 1308 869"> <tr> <td colspan="2">Transitions</td> </tr> <tr> <td>From: 5.3</td> <td>To: 6.0</td> </tr> </table>	Transitions		From: 5.3	To: 6.0	<p>Embed the concept of developing student independence into the culture of the school.</p>				
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School Strategic Planner 2012- 2015: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>Student Learning</p> <ul style="list-style-type: none"> Develop the leadership capacity across the school to support all members of staff in providing consistent exemplary teaching and learning practices. Embed rigorous assessment and reporting practices to measure individual student progress and inform explicit teaching. Develop and implement a whole school curriculum which informs planning and teaching and caters for students with diverse abilities and interests. 	Year 1	<ul style="list-style-type: none"> Review the viability of various curriculum frameworks to measure student learning. Frameworks to be considered: Ables/ Swans, VELs, Working towards level 1, or Hume Region Curriculum. Appoint a Leading teacher to support curriculum development. Whole school consultation to define role description Evaluate the structure and role of PLTs across the school to reflect an expanded role of Professional Learning Teams and provide further opportunities for collaborative planning. Introduce new meeting cycle. Explore and resource speech pathology programs that best enhance student communication. Teachers undertake professional learning on speaking and listening. Increase speech pathologist time to reflect increase in student numbers. Baseline testing of all students and evaluate student need/program effectiveness. Begin development of a whole-school curriculum plan in literacy with a focus on Speaking and Listening. 	<ul style="list-style-type: none"> PLTs at a junior, middle and senior level implement ABLES assessment for all students in the area of communication. Incorporate "Working Towards level 1" goals into the assessment and reporting processes for appropriate student. New assessment and reporting proforma. Enhanced leadership capabilities across the school Base line data is collected and student progress throughout the school is regularly monitored. Multiple sources of data is used to accurately determine student learning needs and teacher actions Collaborative planning where student data informs planning is common place Explicit teaching based on student needs is provided at the right time and is evident in every classroom Whole school curriculum plans are developed in key areas.
	Year 2	<ul style="list-style-type: none"> Assess all students to determine progress against baseline data. Evaluate, refine and embed the role of ABLES PLTs within the culture of the school. PLTs to assess all students against all ABLES areas. Nominate curriculum framework(s) against which students will be assessed. Review and embed meeting cycle. Review scope and breadth of communication program against student achievement. Seek school community feedback around assessment and reporting process. 	<ul style="list-style-type: none"> All staff using ABLES to assess student learning in all 5 areas of ABLES. Consensus reached on supporting curriculum framework(s). All students assessing an individualised communication program with specific goals. Students have a relevant speech assessment.
	Year 3	<ul style="list-style-type: none"> Evaluate current progress toward the SSP goal and define future pathways that will maximize 	<ul style="list-style-type: none"> ABLES assessments integrated with supporting curriculum framework(s).

		continued progress.	
	Year 4	<ul style="list-style-type: none"> ▪ Assess school achievement in the area of student learning against Year 1 (2011) baseline. 	<ul style="list-style-type: none"> ▪
<p>Student Engagement and Wellbeing</p> <p>Embed in school practices opportunities for students to take responsibility for their learning and their behaviour.</p>	Year 1	<p>Begin to develop an agreed understanding of how students learn to take responsibility for their own learning and behaviour by:</p> <ul style="list-style-type: none"> ▪ Revisit SW-PBS with entire school community ▪ Audit current PBS program/practises and student ILP goals. ▪ Trial 'alternative' hands on learning program (AHOLP) with at-risk students. ▪ Review and develop relationships program- scope sequence. ▪ Explore the impact of poverty on student learning. ▪ Establish protocols for referral to counsellor. ▪ Support student emotional development. ▪ Students to have an identified "Priority Goal" ▪ Evaluate the viability of trade centre project in meeting the needs of our senior students ▪ Establish PE program 	<ul style="list-style-type: none"> ▪ An agreed understanding of how students learn to take responsibility for their own learning and behaviour is developed and used to inform planning ▪ Base line data is collected and student progress throughout the school is regularly monitored. ▪ Increased counsellor time and embed in class programs ▪ All staff following the principles of SW-PBS. ▪ Staff interactions with students and their families are influenced by their knowledge of family circumstance and culture. ▪ Introductory 'alternative' hands on program targeting at-risk students.
	Year 2	<ul style="list-style-type: none"> ▪ Review and renew hands-on learning program for at-risk students ▪ Establish 'alternative' hands on learning program ▪ Review current PBS program/practises and student ILP goals. ▪ Implement variety of lunch-time activities ▪ ICT as learning/behaviour – functional as both a learning and self-regulation tool. 	<ul style="list-style-type: none"> ▪ Expanded 'alternative' hands-on program. ▪ Lunch-time activities provided to senior students.
	Year 3	<ul style="list-style-type: none"> ▪ Evaluate current progress toward the SSP goal and define future pathways that will maximize continued progress. ▪ Evaluate the effectiveness of AHOLP for student within the program. 	<ul style="list-style-type: none"> ▪ 'Alternative' hands-on program embedded within school programming.
	Year 4	<ul style="list-style-type: none"> ▪ Assess school achievement in the area of Student Engagement and Wellbeing against Year 1 (2011) baseline. ▪ Evaluate the effectiveness of AHOLP in addressing the needs of the whole school population. 	<ul style="list-style-type: none"> ▪

<p>Student Pathways and Transition</p> <p>Embed the concept of developing student independence into the culture of the school.</p>	Year 1	<ul style="list-style-type: none"> ▪ Establish baseline data around independence skills with a focus on senior students. ▪ Whole school discussion around the concept of independence. ▪ Begin to incorporate more activities to enhance independence ▪ Explore with the school community the tension between independence behaviours and institutionalisation behaviours. ▪ Link student learning goals and program to future pathways/ parent expectations. ▪ All 15+ students to have a MIPs plan. MIPs format to be reviewed in context of "Futures" planning. ▪ Case-plan with Baw Baw Shire to set post-school goals for transitioning students. ▪ Continued involvement in the "On Track" initiative. 	<ul style="list-style-type: none"> ▪ Agreed understanding of "independence" ▪ Identify "independence" skills and align to curriculum framework in the area of communication and Daily Living Skills. ▪ Trial draft MIPs plan aligned to "futures" plans and incorporated into the planning process for all 15+ students. ▪ Graduates monitored via the "On Track" process.
	Year 2	<ul style="list-style-type: none"> ▪ Identify scope and sequence of independence skills, building on the school's Daily Living Skills checklist. ▪ Review current practises and identified areas of need in the development of independence. ▪ Review MIPs process and effectiveness in planning future pathways. 	<ul style="list-style-type: none"> ▪ Full scope of independence skills identified and aligned to the curriculum framework. ▪ MIPs plan and processes embedded into the school assessment and reporting processes.
	Year 3	<ul style="list-style-type: none"> ▪ Evaluate current progress toward the SSP goal and define future pathways that will maximize continued progress. ▪ Embed whole school protocols. 	<ul style="list-style-type: none"> ▪ Integration of independence skills into the MIPs plan linked with FFYA documentation.
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate effectiveness of developing student independence within the culture of the school against benchmarks. ▪ Assess Year 1 MIPs plans against final year students' Futures planning. 	<ul style="list-style-type: none"> ▪ MIPs plans address all areas of student independence with post-school focus.