

# School Strategic Plan 2021-2025

Niddrie Autistic School (5362)



Submitted for review by Paige Davey (School Principal) on 13 December, 2022 at 01:27 PM

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Awaiting endorsement by School Council President

# School Strategic Plan - 2021-2025

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<b>School vision</b>	Niddrie Autistic School's vision is a dedicated school for children with Autism Spectrum Disorder (ASD). Our vision for learning is that our students flourish in their early years experiences by building on their strengths and interests to promote wellbeing, continuous learning growth in their individual learning goals and their successful transition to their local school.
<b>School values</b>	<p>Respect Individuality Learning Collaboration Understanding</p> <p>We respect ourselves, our school and each other, and understand that our attitudes and behaviours have an impact on the people around us. We model and demonstrate kindness and compassion and take every opportunity to help others that may be in need. We strive for excellence, which means trying our hardest and doing our best.</p> <p>Niddrie Autistic School's mission is both to foster individual strengths and interests and to focus on teaching skills related to the influence of autism, to optimise educational engagement and opportunities for our students. We achieve this by providing intensive, personalised teaching during their early years of schooling, developing our in depth knowledge of the individual student and the way they learn which supports them to transition to their next educational setting.</p> <p>Niddrie Autistic School's objective is to; Foster close links with parents and the broader school community through its commitment to open and regular communications and involvement. Provide a safe and stimulating learning environment to ensure each student can achieve his/her full potential. Ensure all students receive instruction that is honed to their individual needs. Meets its educational purpose through collaborative, evidence-based professional practice; integrating professionals such as speech and occupational therapists, psychologists and trained teacher aides into a holistic educational program. Provide an individually focused supported transition process Work together with parents to develop and implement individual educational programs The provision of best practice, evidence-based autism research and professional development</p>

<p><b>Context challenges</b></p>	<p>The schools key challenges are:</p> <ul style="list-style-type: none"> <li>To develop a comprehensive school wide model that captures the child at the centre philosophy and approach.</li> <li>To develop a schoolwide approach to data collection and analysis to evaluate student learning and growth over time.</li> <li>To continue to build the instructional leadership capacity of leaders and teachers.</li> <li>To continue to strengthen and develop student voice and agency.</li> <li>To continue to strengthen and develop parent/carer participation in their child's learning and the school community.</li> <li>To continue to develop our individualised transition processes to support students to have a positive experience when they move to their next educational setting.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>The PRSE, Validation Day meetings and fieldwork confirmed a whole school consistent approach to teaching and assessing literacy and numeracy was not developed. Panel members agreed that implementing a whole school approach to curriculum planning, teaching, and learning, and monitoring and evaluating literacy and numeracy outcomes was essential to progressing learning. The Panel recognised the development of these skills as being critical to the students making a successful transition to their new educational placements.</p> <p>The Panel identified the need to give students more voice, agency, and opportunities for leadership in their learning to improve student health, wellbeing and learning outcomes. They agreed that the implementation of a School Wide Positive Behaviour Support (SWPBS) framework supported this work and developed a positive, safe and supportive learning culture.</p> <p>The Panel concluded that building teacher capacity to deliver high quality learning tasks which actively engaged students in a wider range of learning experiences and provided time to practise and extend their learning advanced their learning and development outcomes. They acknowledged that effective and supportive transition into, within and out of the school was essential for 'readiness' to learn and recommended the school develop a whole school approach.</p>

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<b>Goal 1</b>	To improve student learning in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2025, the percentage of students to demonstrate next-level growth over a period of 24 months as measured by teacher judgement data will increase for:</p> <ul style="list-style-type: none"><li>• Speaking and Listening (baseline to be established in 2021) to 85% (2025)</li><li>• Reading and Viewing (baseline to be established in 2021) to 65% (2025)</li><li>• Number and Algebra (baseline to be established in 2021) to 80% (2025)</li></ul>
<b>Target 1.2</b>	<p>The percentage of positive endorsement for factors on the SSS will increase:</p> <ul style="list-style-type: none"><li>• Monitor effectiveness using data from 50% (2021) to 60% (2025)</li><li>• Collaborate to plan curriculum from 56% (2021) to 66% (2025)</li><li>• Academic emphasis from 39% (2021) to 50% (2025)</li><li>• Instructional leadership from 46% (2021) to 55% (2025)</li></ul>
<b>Target 1.3</b>	<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"><li>• Stimulating learning environment from 86% (2021) to 90% (2025)</li><li>• Effective teaching from 88% (2021) to 90% (2025)</li><li>• Student motivation and support from 77% (2021) to 80% (2025)</li></ul>

<b>Target 1.4</b>	The PLC Maturity Matrix data was benchmarked in 2021 as evolving and will be embedding in 2024.
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a school wide approach to teaching literacy and numeracy for students with autism spectrum disorder (ASD).
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time through an embedded PLC process.
<b>Key Improvement Strategy 1.c</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	Build the instructional leadership capacity of leaders and teachers.
<b>Goal 2</b>	To improve student engagement as an active learners.
<b>Target 2.1</b>	Reduce the percentage of students with 20 or more days of absence from 25 per cent (2021) to 20 per cent (2025).
<b>Target 2.2</b>	The percentage of positive endorsement for factors on the SSS will increase: <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 63% (2021) to 73% (2025)</li> </ul>

	<ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 50% (2021) to 60% (2025)</li> <li>• Trust in students and parents from 45% (2021) to 55% (2025)</li> </ul>
<b>Target 2.3</b>	<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 79% (2021) to 85% (2025)</li> <li>• Managing bullying from 77% (2021) to 87% (2025)</li> <li>• Parent participation and involvement from 74% (2021) to 84% (2025)</li> <li>• Teacher communication from 77% (2021) to 87% (2025)</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen opportunities for student voice, agency and leadership.
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Implement and embed the SWPBS framework.
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Strengthen parents/carers as active partners in their child's learning and development.
<b>Goal 3</b>	To improve student health and wellbeing.

<b>Target 3.1</b>	<p>The percentage of students demonstrating growth in Personal and Social Capability ‘Self–awareness and management’ will increase from (baseline to be established in 2021) to 85 per cent (2025)</p> <p>The percentage of students demonstrating growth in Personal and Social Capability ‘Social–awareness and management’ will increase from (baseline to be established in 2021) to 75 per cent (2025)</p>
<b>Target 3.2</b>	<p>The percentage of positive endorsement for factors on the SSS will increase:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 57% (2021) to 67% (2025)</li> <li>• Collective focus on student learning from 68% (2021) to 78% (2025)</li> <li>• Interest in improving practice from 69% (2021) to 79% (2025)</li> </ul>
<b>Target 3.3</b>	<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 88% (2021) to 90% (2025)</li> <li>• School connectedness from 86% (2021) to 90% (2025)</li> <li>• Positive transitions from 83% (2021) to 85% (2025)</li> <li>• School support from 86% (2021) to 90% (2025)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to develop a stimulating and engaging learning environment.
<b>Key Improvement Strategy 3.b</b>	To develop a whole school approach to seamless transition.

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 3.c</b>          Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop community partnerships to support and promote student wellbeing in inclusive and culturally appropriate ways.</p>