School Strategic Plan for Furlong Park School for Deaf Children
Western Region 2012-2015

Together we learn and grow

Endorsement by School Principal

Signed Robyn Lawrence
Name Robyn Lawrence
Date Dec 2011

Endorsement by School Council

Signed Lisa Groves
Name Lisa Groves
Date: Dec 2011

School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
<table>
<thead>
<tr>
<th>Endorsement by Regional Network Leader</th>
<th>Signed Peter Devereux</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Peter Devereux</td>
<td>Date: 2012</td>
</tr>
</tbody>
</table>
## School Profile

### Purpose
To provide a dynamic learning environment that teaches the skills and values to assist children of all abilities to reach their personal, academic and social potential.

To extend and support students in their endeavours to become effective and productive members of our society.

To provide a supportive environment for all members of the Furlong Park community that values creativity and enhances individual self-worth within both the school environment and society.

### Values
The values that form the basis of the actions of the whole school community are:
Respect Cooperation Independence Confidence Persistence

Our school wide behavioural expectations are:

I am a learner. I care for others. I am safe. I am responsible.

### Environmental Context
Furlong Park School for Deaf Children, situated in Sunshine, is a well-equipped, purpose built school for Deaf children from age 3 to 12 years. We provide educational programs for Deaf children and children with additional needs from the Northern and Western Regions of Melbourne. Teachers hold appropriate teaching qualifications. Enrolments vary between 60 and 65 with a mixed social and cultural demographic. Our educational programs emphasise strong interpersonal relationships between students, the building of self-worth and resolving conflict. Our programs are based on Victorian Early Years Learning and Development Framework for Children from Birth to Eight Years, Victorian Essential Learnings (AusVELS & The Australian National Curriculum), Working Towards Level 1 VELS. Students are encouraged to strive to achieve their personal best and Individual Educational Plans are developed for all students. We endeavour to provide a broad range of support programs for students and their families.
### Strategic Intent

<table>
<thead>
<tr>
<th>Goals</th>
<th>Key Improvement Strategies</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning</strong></td>
<td>To improve student outcomes in literacy and numeracy.</td>
<td>Strengthen the capacity of the school to develop a strong, instructional and sustainable leadership model.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide professional learning opportunities for school leaders to enable them to support staff to deliver exemplary teaching and learning practices with an initial focus on literacy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop clear statements of the roles and responsibilities of school leaders with a focus on improving student outcomes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensure the Staff Appraisal Program provides opportunities for members of staff to demonstrate their contributions to school goals and strategies.</td>
</tr>
<tr>
<td></td>
<td>Develop a whole school culture of accountability and responsibility to provide an exemplary learning environment for deaf students by developing and maintaining:</td>
<td>Maintain current access and effective use of school based coach and regional consultant by providing targeted professional learning for all staff members.</td>
</tr>
<tr>
<td></td>
<td>- Consistent teaching and learning practices.</td>
<td>Develop, document and implement a whole school curriculum plan for literacy and one for numeracy.</td>
</tr>
<tr>
<td></td>
<td>- A whole school approach to curriculum content and delivery.</td>
<td>Develop, document and consistently use an assessment schedule that is evaluated annually.</td>
</tr>
<tr>
<td></td>
<td>- Consistent and effective use of data and assessment tools.</td>
<td>Mandate the use of agreed assessment tools to inform explicit teaching and to monitor and track student progress such as Students with Additional Needs (SWANS)/Abilities Based Learning and Education Support (ABLES).</td>
</tr>
<tr>
<td></td>
<td>- A process for monitoring and tracking student progress.</td>
<td>Benchmark the current level of student achievement against indicators.</td>
</tr>
<tr>
<td></td>
<td>- A process for moderation.</td>
<td>Team meeting agendas to include moderation of student work and to gain a</td>
</tr>
</tbody>
</table>
| Student Engagement and Wellbeing | To improve the capacity of students to build and maintain positive social relationships. | Develop a whole school culture of accountability and responsibility to provide a social and inclusive learning environment. | • Staff members to develop a deep understanding of the Interpersonal Development standards/indicators as evidenced in their planning documents.  
• Develop, document and implement an agreed whole school approach to student wellbeing including a focused Social Learning Curriculum and evaluate annually.  
• Continue to embed interpersonal skills into daily practice using a range of strategies including:  
  - The SWPBSEL strategies.  
  - Restorative Practices.  
  - Circle Time.  
• Through professional learning and discussion ensure all members of staff are committed to the PBS program and implementation is consistent.  
• Develop a process for collecting data to analyze where and when incidents occur both in and out of the school.  
• Develop strategies to address areas of concern such as structured activities during break times, brain gym during assembly times.  
• Ensure the staff appraisal process provides opportunities for staff to demonstrate how they are implementing the student wellbeing goal. |
| Student Pathways and Transitions | To improve the intra school transition of students. | Develop a whole school culture of accountability and responsibility to provide an exemplary learning environment for deaf students by developing and maintaining:  
- Consistent teaching and learning practices.  
- A whole school approach to curriculum content and delivery  
- Consistent and effective use of data and assessment tools.  
- A process for monitoring and tracking student progress  
- A process for moderation. | Develop ILPs at the end of each year and evaluate the ILP early in the following year.  
- Develop transition statements for each student to be discussed at the end of each year by relevant personnel.  
- Develop portfolios of evidence of student achievement preferably electronically.  
- Decide about student groups by the end of Term 3 to provide more time for transition processes and activities to occur.  
- Ensure the staff appraisal process provides opportunities for staff to demonstrate how they have implemented whole school processes and expectations. |