

**5214 Furlong Park School for Deaf Children Strategic Plan 2018-2019**

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal: Lee Bullock	[date]	.....[name]	[date]	.....[name]	[date]
School council: Kristine McDermott	[date]	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary:	[name] [date]	.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>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.</p> <p>To extend and support students in their endeavours to become effective and productive members of our society.</p> <p>To provide a supportive environment for all members of the Furlong Park community that values creativity and enhances individual self worth within the school environment and society</p>	<p>Furlong Park School for Deaf Children is committed in its purpose to provide a safe and supportive school environment. The school emphasis is on reinforcing the 4 core values that create positive relationships and a tolerant environment: Caring, Responsible, Safe, Learners</p>	<p>Furlong Park School for Deaf Children is situated in the outer suburb of Sunshine North and is a well-equipped purpose built facility for Deaf children aged 3+ to the end of Year 6. The school provides bi-lingual (English/Auslan) educational programs for deaf children from the Northern and Western Regions of Melbourne. Furlong Park have teachers who are qualified Teachers of the Deaf or are working towards this certification, Educational Support Staff and a leadership team which consists of one Assistant Principal and one Principal.</p> <p>Enrolment is based on DET eligibility requirements of a 40dB (minimum) permanent bilateral sensorineural hearing loss. Enrolments for 2018 are approximately 50 in the school program (Prep to Year 6) and 31 in our Early Learning Centre (3 and 4 year olds). These numbers have remained stable over previous years. Each child has an Individual Learning Plan consisting of goals devised in partnership between families, teachers, therapists and is negotiated at School Support Group meetings.</p> <p>The Early Learning Centre and school is aligned to the Victorian Early Years Learning and Developmental Framework and the Victorian Curriculum. In F-6 the school reports on student achievement in English, Maths, Personal and Social Capabilities, Science, Auslan, Critical and Creative Thinking, Ethical and Intercultural Capabilities as well as speech. The school also reports on specialist subjects of Physical Education, Visual Arts and ICT.</p> <p>The School Family Occupation and Education index is 0.6322 with approximately 40% of students from a language background other than English. Many students use Auslan as their primary language, however this language is not always used or known by their families. One of the specific challenges is to engage parents in attending Auslan classes to increase participation in school initiatives and activities. Student absence rates are an ongoing challenge which we are striving to improve. Most children travel to school via the school bus which means that parents have very little contact with the school. Another challenge is to improve the percentage of families participating in Student Support Group meetings.</p>	<p><b>Intention:</b> Our intention is to improve student achievement through an emphasis on effective collaboration by teachers in a Professional Learning Community. We are committed to building partnerships with parents and the school community as part of the learning and engagement process. We strive to improve literacy and numeracy for all students by building the capacity of staff to track and monitor student growth by becoming data literate. We will develop a positive climate for learning by applying Positive Behaviour Support (PBS) strategies across the school.</p> <p><b>Rationale:</b> Creating Professional Learning Communities will allow teachers to work collaboratively, to know their students and to differentiate their teaching and engage students at their point of need. Targeted professional learning for building teacher capacity will lead to improvement in student achievement levels. Improving the partnerships with parents will lead to an increased participation in school initiatives and activities and enhance the communication between all stakeholders. Parent and carer involvement in their child's school will lead to improved student learning, attendance and behaviour. Enforcing respectful behaviour and promoting healthy relationships reduces disengagement from education and promotes healthy relationships, fosters engagement and school connectedness.</p> <p><b>Priorities:</b></p> <ul style="list-style-type: none"> <li>- Establish collaborative teams</li> <li>- Increase engagement between children and their parents</li> <li>- Improve communication between parents and the school community</li> <li>- Embed Positive Behaviour Support</li> <li>- Improve data literacy</li> <li>- Track and monitor student growth</li> </ul>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To improve individual student learning growth in a culture of high expectations</p> 	<p><i>Excellence in teaching and learning</i> <b>Building practice excellence</b></p>	<p>Develop highly effective Professional Learning Communities across the school</p> <p>Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy</p> <p>Build teacher capacity to confidently differentiate their planning and instruction and align with the Victorian Curriculum</p>	<ul style="list-style-type: none"> <li>- 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities</li> <li>- ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics and Personal and Social Capabilities.</li> </ul> <p>School Opinion Survey</p> <ul style="list-style-type: none"> <li>- Academic Emphasis will increase from 69.2% to 75% by 2019.</li> <li>- Data Analysis will increase from 36.4% to 45% by 2019.</li> <li>- Collective efficacy will increase from 73.% to 85% by 2019.</li> <li>- Professional learning through peer observation will increase from 45.5% to 55% by 2019.</li> </ul>

			<ul style="list-style-type: none"> <li>- Instructional leadership will increase from 77.6% in 2017 to 83% in 2019.</li> </ul>
To improve students, parents and the school community engagement in learning	<i>Community engagement in learning</i> <b>Building communities</b>	Improve the connections between parents, students and staff	<ul style="list-style-type: none"> <li>- Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 12 in 2019.</li> <li>- Parent attendance at SSG meetings will increase from 68% to 75% by 2019.</li> </ul>
To develop a safe, calm and orderly learning environment	<i>Positive climate for learning</i> <b>Empowering Student and Building School Pride</b>	Embed Positive Behaviour Support throughout the school.	<ul style="list-style-type: none"> <li>- Reduction of the number of office referrals from an average of 23 per term to 18</li> <li>- Average student absences will decrease from 32 days in 2016 to 28 days in 2019.</li> </ul> <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> <li>- Staff Psychological safety will increase from 83.8 to 89% by 2019</li> </ul>