

# School Strategic Plan 2019-2023

Furlong Park School For Deaf Children (5214)



Submitted for review by Shelley Fehring (School Principal) on 01 September, 2020 at 03:46 PM

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# School Strategic Plan - 2019-2023

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<p><b>School vision</b></p>	<p>Furlong Park School for Deaf Children’s vision is to Empower – Enrich – Educate. Our mission is to enable our students to access the world through language and learning. We aim to provide a bilingual, student-centred and high-impact education, empowering each student to thrive academically, socially and emotionally and enriching their sense of belonging within our school, and the broader community.</p>
<p><b>School values</b></p>	<p>Furlong Park School for Deaf Children is committed to implementing School Wide Positive Behaviour Support (SWPBS) by embracing the below values:</p> <ul style="list-style-type: none"> <li>• Caring for others,</li> <li>• Being a good learner,</li> <li>• Being safe and</li> <li>• Being responsible.</li> </ul> <p>We recognise diversity and individual differences in cognitive, emotional, social and educational growth, gender, culture, background and lifestyle, and aspire to provide a bilingual (Auslan and English) and bi-cultural program that offers exposure to the language, cultures, values and attributes of both Deaf and Hearing communities.</p>
<p><b>Context challenges</b></p>	<p><b>CURRENT CONTEXT</b></p> <p>Situated in Sunshine North, Furlong Park School for Deaf Children is a Victorian Government co-educational school providing educational programs for children with a permanent, bilateral sensorineural hearing loss for students from the Northern and Western regions of metropolitan Melbourne and the rural fringe. Our school is 'ungraded', and we provide programs for children aged from 3 to 13 years of age (children are eligible to attend secondary school at age 12, however can remain at FPSDC for one more year if required). Our current enrolment is 64 students, with 50 students in the school and 14 students in the Early Education Program. Most children travel to the school by buses provided through the Department of Education.</p> <p>The design of the classrooms and interiors have been carefully considered for optimum acoustics. Our facilities include a dedicated art studio space, music room (with vibrating floor), large multipurpose room, Assembly room, two speech and language rooms, library, 9 classrooms as well as the purpose built Early Education Program facility for 3 and 4 year olds. Outdoor areas include the large bike track, soccer field, running track, full sized basketball court and play equipment. The school has recently upgraded furniture throughout the school to ensure the environment is 'deaf friendly'.</p>

We provide specialised bilingual-supported (Auslan and English) programs in our Early Education Program which follow the principles of Early Childhood Education. Our bilingual (Auslan and English) school program is based on the approved Victorian curricula, including Victorian Early Years Learning Developmental Framework and the Victorian Curriculum. Every child attending Furlong Park School for Deaf Children has an Individual Learning Plan developed by teachers and parents in partnership, and informed by assessment through the ABLES (Abilities Based Education and Learning Support) to identify student strengths and needs and to plan for incremental development. Teaching and learning is supported by our three Professional Learning Team (PLT) leaders, along with leaders of School Wide Positive Behaviour Support (SWPBS), literacy, maths, science and environment, digital technologies and the Early Education Program. Our specialist subjects are Auslan (LOTE), Physical Education, Visual Art and Music (provided in Term 2-4 by Musica Viva).

SWPBS is implemented throughout the school and we have recently been recognised as 'blue' level due to the structures we have put in place.

Quick facts:

72 (62.4 FTE) Total enrolment

49.25 Program Student with Disability (PSD) funded

60.56% Male students

39.44% Female students

25% Non English speaking families

5.5% Children with Deaf parents

5.63% Indigenous

0.5986 Student Family Occupation and Education (SFOE) Index (This has decreased from last year's 0.6665)

0.7452 Student Family Occupation (SFO) Index

#### OUR KEY CHALLENGES

- We are a unique setting as one of only a handful of deaf schools in the entire country
- Student language and communication barriers (some students begin Foundation with little to no language, and majority have less language than an average, hearing peer of the same age).
- Students requiring different needs in their learning, as they have not been exposed to the same implicitly learnt values, skills and knowledge to that of an average, hearing peer of the same age)
- Small staff of teachers to cover all leadership roles, managing key focus areas
- Varied parent engagement and connectedness levels
- Lack of research and resources dedicated to Deaf education
- Limited time and budget for external professional development for all staff members

	<ul style="list-style-type: none"> <li>- Developing consistency amongst all staff members in a range of areas (for example; positive behaviour support, instructional models, use of resources such as technology)</li> <li>- Students missing school regularly due to requiring frequent medical appointments, such as hearing tests</li> <li>- Students accessing NDIS therapists near their home during school hours which impacts on their attendance rate</li> <li>- NDIS roll out affecting service provision to our school to support with behaviour management, such as Deaf Children Australia cutting off support services</li> <li>- Students arriving late/being picked up early due to parental choice</li> </ul>
<b>Intent, rationale and focus</b>	<p><b>INTENT</b> Over the next four years, Furlong Park School for Deaf Children is aiming to achieve:</p> <ul style="list-style-type: none"> <li>- an improvement in student learning outcomes in both Literacy and Numeracy (with an initial focus of Literacy)</li> <li>- an improvement in student engagement</li> </ul> <p><b>RATIONALE</b> These important foci have been selected after analysing student outcomes in Victorian curriculum areas, particularly reading, writing and number &amp; algebra. Our data indicates that students are generally performing below the expected benchmark in these learning areas, with some students up to six years behind the average student of equal age (mainstream expectations). It has also been identified that key learning areas across the school (for example; reading comprehension and decoding strategies, language conventions, handwriting, methods of computation, and so forth) lacks consistency of teaching methodology and structures. A number of aspects have been highlighted as negatively impacting student engagement, including; student behaviour, student absences, lack of student voice and agency opportunity, and lack of explicitly taught personal and social skills and values.</p> <p><b>FOCUS</b> Over the next four years, professional development, PLTs and PLCs and school wide budgets will be dedicated to achieving goals within the following priorities:</p> <ul style="list-style-type: none"> <li>- Reaching 'Silver Level' status in SWPBS</li> <li>- All teachers explicitly planning and teaching the schools SWPBS matrix weekly</li> <li>- All staff members recording all minor and major incidents on Compass</li> <li>- Leading Teacher tracking all minor and major incidents weekly, to pass data onto SWPBS team</li> <li>- Strengthening the SWPBS team, with each team member having a role and responsibility</li> <li>- Creating and enhancing more opportunities for student voice and agency</li> <li>- Creating more consistency with classroom environments, including the use of the recently developed classroom environment checklist</li> <li>- Developing staff knowledge and capabilities within the Respectful Relationships program</li> <li>- Developing a Guaranteed and Viable Curriculum based on the Reading &amp; Viewing, Writing, Speaking &amp; Listening and Number &amp; Algebra components of the Victorian Curriculum</li> <li>- Refining and implementing the FPSDC Instructional Model</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Developing teacher knowledge and capacity in regards to the High Impact Teaching Strategies (HITS)</li><li>- Improving teacher knowledge and capacity in regards to the 'key aspects of reading' (literature, phonics, vocabulary, comprehension, phonological awareness, fluency and concepts of print)</li><li>- Improving literacy resources (such as classroom libraries, readers, mentor texts)</li><li>- Improving formative assessment practices and data collection, recording and analysis</li></ul> |
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Priority areas will be developed in an ongoing manner over the four years, in effort to gain staff 'buy in' and build momentum and longevity.

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<b>Goal 1</b>	To improve student learning outcomes in Literacy.
<b>Target 1.1</b>	By 2023, 95% of students will achieve the Reading and Viewing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Target 1.2</b>	By 2023, 95% of students will achieve the Writing goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	To develop, create and embed a guaranteed and viable curriculum
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To embed an Instructional Model
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	To use formative assessment to set Individual Learning Goals
<b>Goal 2</b>	To improve student learning outcomes in Numeracy.
<b>Target 2.1</b>	By 2023, 95% of students will achieve the Number and Algebra goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.

<b>Target 2.2</b>	By 2023, 95% of students will achieve the Measurement and Geometry goals in their Individual Learning Plans as informed by the Victorian Curriculum with baseline to be established in 2020.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To develop, create and embed a guaranteed and viable curriculum
<b>Key Improvement Strategy 2.b</b> Building practice excellence	To build teacher capacity in Numeracy practice
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	To use formative assessment to set Individual Learning Goals
<b>Goal 3</b>	To improve student engagement in learning.
<b>Target 3.1</b>	By 2023, reduce the number of major incidents occurring with baseline to be established in Semester 2, 2020.
<b>Target 3.2</b>	By 2023, increase the percentages of positive endorsement of the following factors: <ul style="list-style-type: none"> <li>• AToSS: <ul style="list-style-type: none"> <li>○ Stimulated Learning from 88% (2019) to 95%</li> <li>○ Resilience from 62% (2019) to 80%</li> </ul> </li> <li>• SSS: <ul style="list-style-type: none"> <li>○ Promote student ownership of goals from 50% (2019) to 70%</li> <li>○ Believe student engagement is key to learning from 83% (2019) to 95%</li> </ul> </li> </ul>
<b>Key Improvement Strategy 3.a</b>	To embed the SWPBS framework

Intellectual engagement and self-awareness	
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	To embed the “Respectful Relationships” program