

# School Strategic Plan 2024-2028

Furlong Park School For Deaf Children (5214)



Submitted for review by Lee Bullock (School Principal) on 24 June, 2024 at 01:01 PM

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# School Strategic Plan - 2024-2028

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<p><b>School vision</b></p>	<p>Our vision is to Empower – Enrich – Educate. We provide a bilingual, student-centered education that empowers each student to thrive academically, socially, and emotionally. We enrich their sense of belonging within our school and the broader community</p>
<p><b>School values</b></p>	<p>I am a Learner: We foster a culture of continuous learning, curiosity, and growth. Our students, staff, and community members embrace learning as a lifelong journey.</p> <p>I care for Others: Compassion, empathy, and kindness guide our interactions. We prioritise supporting one another, celebrating diversity, and creating an inclusive environment.</p> <p>I am Responsible: Accountability and integrity are at the core of our values. We take ownership of our actions, decisions, and commitments.</p> <p>I am Safe: Safety—both physical and emotional—is paramount. We create a secure space where everyone feels protected and respected.</p> <p>These values provide a strong foundation for decision-making, collaboration, and maintaining focus on what truly matters.</p>
<p><b>Context challenges</b></p>	<p>Current Context:</p> <ul style="list-style-type: none"> <li>• Location: Furlong Park School for Deaf Children is situated in Sunshine North, near the Metropolitan Ring Road. It serves Deaf children from the western and northern regions of metropolitan Melbourne and the rural fringe .</li> <li>• Bilingual Education: The school offers a high-quality bilingual education in both Auslan (Australian Sign Language) and English for primary aged children.</li> <li>• Early Education Program: The Early Education Program caters to 3–5-year-olds with a permanent, bilateral hearing loss of at least 40dB across three frequencies. It focuses on language development and follows the Victorian Early Years Learning and Development Framework .</li> </ul> <p>Key Challenges:</p> <ol style="list-style-type: none"> <li>1. Distance: Children attending Furlong Park School live an average of 25 km away, which is double the distance for special schools and more than five times the distance for mainstream schools. This geographical challenge affects transportation logistics and family involvement .</li> <li>2. Parent Communication: Ensuring that parents have access to Auslan courses and can communicate effectively in the same language as their child is crucial. Bridging this communication gap enhances family-school collaboration .</li> <li>3. Assessment Tools: Developing appropriate assessment tools for deaf and hard-of-hearing students is essential.</li> </ol>

	<p>These tools should consider their unique needs and abilities .</p> <p>4. Staff Skills: Finding qualified staff with the necessary skills to teach in a bilingual setting remains a challenge.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Intent: The school aims to maximize learning growth and achievement for all students, particularly in the areas of literacy and numeracy. Additionally, the focus is on improving student agency and voice in their learning and enhancing student engagement.</p> <p>Rationale: High-quality literacy and numeracy skills are essential for student success in learning and life. Empowering students through agency and voice fosters a positive learning environment and encourages active participation. Prioritising student engagement ensures a holistic approach to education.</p> <p>Focus over 4 years: Year 1: Prioritizing Phonics and Professional Learning Focus: Teaching phonics and building staff capacity.</p> <ul style="list-style-type: none"> <li>-Implement professional learning (PL) for teachers.</li> <li>-Begin implementing the Victorian Curriculum 2.0 for literacy and numeracy.</li> <li>-Create a student representative council.</li> <li>-Establish a documented formative assessment schedule.</li> <li>-Complete the Mental Health Assessment Tool.</li> <li>-Document referral pathways.</li> <li>-Engage with external wellbeing agencies that are deaf-friendly.</li> </ul> <p>Years 2-4: Ongoing Improvements</p> <ul style="list-style-type: none"> <li>-Investigate assessments that are deaf and hard of hearing friendly.</li> <li>-Refining and embedding the instruction model.</li> <li>-Allow time for teachers to implement changes .</li> <li>-Document the Guaranteed Viable Curriculum (GVC).</li> <li>-Document summative assessment practices.</li> </ul>



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<b>Goal 1</b>	To improve student learning outcomes in literacy and numeracy.
<b>Target 1.1</b>	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:</p> <ol style="list-style-type: none"><li>1. Reading and viewing to increase from 81% (2023) to 85% by 2028</li><li>2. Writing be maintained at or above 85% (2023) through to 2028</li><li>3. Speaking and listening to increase from 78% (2023) to 82% by 2028.</li></ol> <p>(NB – the measure is teacher judgment of Year 1-6 students assessed against the Victorian Curriculum Levels F to 10, semester 2 data)</p>
<b>Target 1.2</b>	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:</p> <ol style="list-style-type: none"><li>1. Number to increase from 71% (2023) to 75% by 2028</li><li>2. Measurement to increase from 76% (2023) to 80% by 2028</li><li>3. Statistics to be maintained at or above 87% (2023) through to 2028.</li></ol>
<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, document and implement a Guaranteed and Viable Curriculum (GVC).

<p><b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Key Improvement Strategy 1.a</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</p>	
<p><b>Key Improvement Strategy 1.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Refine and implement the Furlong Park Instructional Model to include the High Impact Teaching Strategies (HITS) pedagogical practices (through PLCs).</p>
<p><b>Key Improvement Strategy 1.b</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</p>	

<p><b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop, implement and embed a whole-school approach to formative and summative assessment.</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><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</p>	
<p><b>Goal 2</b></p>	<p>To improve student wellbeing outcomes.</p>
<p><b>Target 2.1</b></p>	<p>Increase the percentage of students responding positively to the AtoSS:</p> <ol style="list-style-type: none"> <li>1. Perseverance factor from XX% in 2024 to XX% by 2028</li> <li>2. Voice and agency factor from XX% in 2024 to XX% by 2028.</li> </ol> <p>(NB – The school had no 2023 AtoSS data, and the 2022 survey was completed by 6 students only. As a result benchmarks and targets are to be established at the end of 2024)</p>
<p><b>Target 2.2</b></p>	<p>Performance on the following attendance indicators be maintained at, or better than, the 2023 benchmarks:</p>

	<ol style="list-style-type: none"> <li>1. attendance rate maintained at or above 90% (2023) through to 2027</li> <li>2. average number of days absent maintained at or below 19.7 (2023) through to 2027</li> <li>3. average number of unapproved days absent maintained at or below 3.7 (2023) through to 2027.</li> </ol>
<b>Target 2.3</b>	Increase the percentage of all students assessed at or above expected achievement standards/levels in the Victorian Curriculum Personal and Social Capability from XX% in 2024 to YY% in 2027 (Semester 2 – percentages to be determined at the end of 2024).
<b>Key Improvement Strategy 2.a</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	Continued implementation of the whole school tiered intervention model to support student learning and wellbeing.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
<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	Strengthen partnerships with families and carers that enhance student learning and wellbeing
<b>Key Improvement Strategy 2.b</b>	



Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion

**Key Improvement Strategy 2.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