

3605 Austin School Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Pennie Moffat[name] [date][name] [date]
School council: Rodger Tice[name] [date][name] [date]
Delegate of the Secretary: Silva Sena 27 March 2017[name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Educating the Whole Student Our students will engage in a safe and supportive learning environment that will enhance relationships and social and emotional skills to support their transition to education and vocation.</p>	<p>The Austin School aims to develop a culture of empathy, acceptance and encouragement for students who present with complex social and emotional needs. All members of the community are expected to be responsible, respectful and safe. The Austin School's values are based on the follow concepts:</p> <ul style="list-style-type: none"> Understanding, acceptance and inclusion Care, compassion and respect Open and supportive interaction Responsibilities and rights Pursuit of personal best 	<p>The Austin School is a P-12 School that provides specialised educational programs for children and young people who are patients of Austin Health and Austin CYMHS. The School is located within the grounds of Austin Hospital in Heidelberg. The majority of students have a medical and/or mental health diagnosis. The school is in a growth corridor which means the number of school age students within our zone will continue to increase.</p> <p>Staff work in multidisciplinary teams and all Austin CYMHS/Austin Health inpatient and outpatient clinical teams to support the work of the teachers. Due to our association with the Austin CYMHS and Austin Health the school is constantly required to review and adjust service models. Referral to Austin CYMHS services has continued to rise over the last twelve months.</p> <p>The school runs both inpatient and outpatient programs. Given the transient nature of the school population and the fact that most students return to their base school, Individual Learning Plans are formulated for the majority of students, with a focus on English, Personal and Social capabilities. Our programs support students' social and emotional learning and focus on building their social awareness, self-management, social awareness, relationship skills and responsible decision making . The Austin School provides an educational intervention program designed to re-engage or maintain students with the learning process.</p> <p>Challenges:</p> <ul style="list-style-type: none"> • Providing a service across a large catchment area • Ensuring programs target the needs of the student cohort attending • Association with Austin CYMHS and Austin Health means that there are layers of complexity • Enrolments are currently only through Austin Health and CYMHS • Length of participation can be outside our control • Fluctuating referral numbers to programs 	<p>Intent To enhance student centred practice by providing targeted programs focusing on personal and social capacities, which are researched and evidence based. To build the capacity of the educational community to support all students</p> <p>Rationale Programs that focus on social and emotional learning will promote student health, wellbeing and learning goals.</p> <p>Building consistent evidence-based and high impact teaching practice will ensure student achievement, engagement and wellbeing. Excellence in teaching and learning requires the impact on learning to be consistently and critically evaluated</p> <p>Schools and community recognise that healthy development and education are a shared responsibility with families, learners and services and all playing a role. As a centre of expertise we need to support the community to understand and act on their responsibilities.</p> <p>Focus: Excellence in Teaching and Learning: Evidence-based high impact strategies Professional Leadership: Instructional and shared leadership Community Engagement in Learning: Networks with schools, services and agencies</p>



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)
To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing	Excellence in Teaching and Learning -Evidence-based high impact strategies Positive Climate for Learning -Health and Wellbeing	<p>Create programs to address the cause which will result in improvements in student attendance and achievement.</p> <p>Create a learning community culture which uses research and inquiry based knowledge to promote consistency in practice across the school.</p> <p>Develop teachers' knowledge and understanding of how social and emotional learning can promote student health, wellbeing and learning goals.</p>	<ul style="list-style-type: none"> • Student attendance rate will increase by 5% in all outpatient programs. • Students' ILP goal achievement of 95% in the area of personal and social capability. • Using the FISO Continua for School Improvement, the Austin School will rate as excelling on Priority 1: Excellence in Teaching and Learning, Dimensions 2: Evidence-Based High Impact Strategies and a rating of embedding in Student Collaborative Learning. • Using the FISO Continua for school improvement, each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning and Dimension 11 Health and Wellbeing. <ul style="list-style-type: none"> • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Wellbeing – Student morale reaches a mean of 5 in all programs; Student distress decreases below a mean of 3. ○ Perceptions of Learning and Motivation- reaches a mean of 5 mean in all programs. ○ Safety and Connectedness- connectedness indicates a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3. • Austin School Parent Opinion Survey indicates: <ul style="list-style-type: none"> ○ Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support. • Staff Opinion Survey - whole staff percentages in: <ul style="list-style-type: none"> ○ Climate for Learning: will reach 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 95% for collective responsibility, and 90% for teacher collaborations and collective focus on student learning.
To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement	Professional Leadership - Instructional and Shared Leadership Positive Climate for Learning - Empowering students and building school pride	<p>Build school-level leadership capacity.</p> <p>Develop teacher's instructional practice which empowers students.</p>	<ul style="list-style-type: none"> • Using the FISO Continua for school improvement the Austin School will rate as excelling on Priority 2 Professional Leadership, Dimension 6 Instructional and Shared Leadership. • Using the FISO Continua for school improvement each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning, Dimension 10: Empowering Students And Building School Pride in Teacher Student Relationships; Promoting Student Motivation and Confidence for Learning and evolving (due to the short enrolment of students) in Promoting Student Leadership and Voice and School Connectedness to Community. • Staff Opinion Survey whole staff percentage will reach in: <ul style="list-style-type: none"> ○ Leadership- -cultural 85% and instructional 80%. ○ Health and Wellbeing – resilience above 80%. ○ Professional Development - active participation 70%, school level support 80%. ○ Climate for Learning - collective efficacy 70% and collective responsibility 95%. • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Perceptions of Teachers- a mean above 5 in all programs. ○ Safety and Connectedness- for connectedness a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3 in all programs. • Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections.
To promote inclusion and support student health, wellbeing and transition to other educational or vocational setting by enhancing and establishing partnerships	Community Engagement in Learning: Networks with schools, services and agencies Positive Climate for Learning - Setting expectations and promoting inclusion	<p>Develop the Austin School Transition and Outreach Guidelines</p> <p>Improve and expand relationships with referring schools and community agencies</p> <p>Enhance partnerships with Austin CYMHS to better support student health and wellbeing</p> <p>Provide professional develop and outreach to schools around students with mental health, social and emotional issues.</p>	<ul style="list-style-type: none"> • Using the FISO Continua for School Improvement the Austin School will rate as excelling on Priority 4: Community Engagement in Learning , Dimension 14: Networks with Schools, Services and Agencies • Using the FISO Continua for School Improvement each of the Austin School programs will rate as excelling on Priority 3: Positive Climate for Learning, Dimension 9 Setting Expectations and Promoting Inclusion • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Relationships- a mean score above 5 for all programs is achieved • School destination data to indicate that: <ul style="list-style-type: none"> ○ 85% of students return to an educational or vocational settings post program • Feedback from PD evaluation survey indicates rates from good to very good

