

# School Strategic Plan 2019-2023

Western Autistic School (5290)

**WESTERN  
AUTISTIC  
SCHOOL**

Submitted for review by Samuel Hindes (School Principal) on 10 June, 2020 at 12:34 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 17 June, 2020 at 08:59 AM

Endorsed by Sinead Bradley (School Council President) on 19 June, 2020 at 10:29 AM

# School Strategic Plan - 2019-2023

Western Autistic School (5290)

<p><b>School vision</b></p>	<p>Western Autistic School’s mission is both to address the impairments specific to ASD and activate individual strengths to optimise educational opportunities for our students when they move into more mixed settings. We achieve this by providing intensive, personalised teaching at the start of each child’s schooling to then allow the students to use these strategies in an integrated setting.</p>
<p><b>School values</b></p>	<p>Western Autistic School’s values are:</p> <ul style="list-style-type: none"> <li>* Diversity</li> <li>* Respect</li> <li>* Learning as an ongoing process</li> <li>* Sharing and growth of knowledge</li> <li>* Collaboration</li> </ul> <p>We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We model and demonstrate kindness and compassion and take every opportunity to help others that may be in need.</p> <p>We strive for excellence, which means trying our hardest and doing our best.</p>
<p><b>Context challenges</b></p>	<p>Western Autistic School is a multi-campus school for children with ASD based in Niddrie and Laverton.</p> <p>Key challenges for the school current strategic plan include:</p> <ul style="list-style-type: none"> <li>- Teacher shortages and high turn over due to the continued and rapid growth of student numbers at Laverton campus leading to over-enrollment every year since 2014.</li> <li>- Maintenance of the high standards of our school as centre of excellence and its alignment to the statewide inclusive agenda with reference to the school and Autism Teaching Institute.</li> <li>- The complex needs of our student cohort along with the ever changing facets of the autism diagnosis and its social/cultural context.</li> <li>- The redevelopment of the Niddrie campus along with the potential de-amalgamation of the two campuses into two separate schools.</li> <li>- Future development of the Wattle program and it's future governance.</li> <li>- The geographic spread of our catchment area across five local government authorities.</li> <li>- The varied language, cultural and socioeconomic background of our student cohort across a large catchment area.</li> </ul>

**Intent, rationale and focus**

The school, through its programs, intends to further its mission as laid out in the school mission statement, to address the impairments specific to ASD in the early years, and activate individual strengths to optimise educational opportunities for our students when they move into more mixed settings. This is essential in order to enhance the engagement and learning outcomes for our students and to maintain our status as a statewide resource and system's leader in building inclusive outcomes for autistic students. The current strategic plan will achieve this by prioritising consistency of teaching practice throughout the school, through consolidation of existing processes and school wide practices with a specific focus on student learning and well-being.

A focus on school wide collaboration will maximise the impact of our team-teaching model ( where two teachers supported by Education Support staff) collaborate to improve learning outcomes for students and staff and further support the consistency of high quality teaching.

A school wide focus on student agency, voice and leadership will empower our learners to be resilient self-advocates, and will support their transitions into future school settings.

Our current strategic plan will unfold against the context of several significant school transformations including de-amalgamation, the redevelopment of the Niddrie campus and Wattle program, and the development of a vision for the Autism Teaching Institute as a centre of excellence. A continued focus on our core philosophy will be essential to ground us against the background of these changes.

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<p><b>Goal 1</b></p>	<p>Improve learning for each student</p>
<p><b>Target 1.1</b></p>	<p>1. By 2023, 100% of students will show improvement in their learning as evidenced by multiple data sources used across the school.</p>
<p><b>Target 1.2</b></p>	<p>By 2023, 75% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months, as measured by Teacher Judgement data of Victorian Curriculum areas Speaking and Listening and Personal and Social Capability. Additionally, 20% of prep and grade 1 students will achieve 3 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.</p> <p>By 2023, 80% of students in grades 2 and 3 will achieve next-level growth in the same period, as measured by teacher judgement data of the Victorian Curriculum areas; Speaking and Listening and Personal and Social Capability. Additionally, 20% of grade 2 and 3 students will achieve 2 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.</p> <p>By 2023, 70% of students in prep and grade 1 students will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Victorian Curriculum areas Reading &amp; Viewing and Writing.</p> <p>By 2023, 70% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Mathematics.</p> <p>By 2023, 75% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Victorian Curriculum areas Reading &amp; Viewing and Writing.</p> <p>By 2023, 70% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Mathematics.</p>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Improve school-wide consistency of implementation of the teaching and learning framework																																										
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Embed collaborative teaching practice																																										
<b>Key Improvement Strategy 1.c</b> Strategic resource management	Align structures and resources to improve teaching and learning capabilities																																										
<b>Goal 2</b>	Build student voice, leadership and agency																																										
<b>Target 2.1</b>	<p>By 2023, the percentages of endorsement in the School Staff Survey will increase for promote student ownership of learning goals, support growth and learning of whole student, and for focus learning on real-life problems as per the below yearly targets:</p> <div data-bbox="667 695 1955 1369" style="border: 1px solid black; padding: 10px;"> <p>Niddrie</p> <table border="1" data-bbox="757 762 1906 1007"> <thead> <tr> <th>Component</th> <th>All Staff 2019</th> <th>All Staff 2020</th> <th>All Staff 2021</th> <th>All Staff 2022</th> <th>Target 2023</th> </tr> </thead> <tbody> <tr> <td>Promote student ownership of learning goals</td> <td>54.5%</td> <td>56.5%</td> <td>58.5%</td> <td>60.5%</td> <td>62.5%</td> </tr> <tr> <td>Support growth and learning of whole student</td> <td>81.8%</td> <td>82.8%</td> <td>83.8%</td> <td>84.8%</td> <td>85.8%</td> </tr> <tr> <td>Focus learning on real-life problems</td> <td>77.3%</td> <td>78.3%</td> <td>79.3%</td> <td>80.3%</td> <td>81.3%</td> </tr> </tbody> </table> <p>Laverton:</p> <table border="1" data-bbox="757 1166 1906 1369"> <thead> <tr> <th>Component</th> <th>All Staff 2019</th> <th>All Staff 2020</th> <th>All Staff 2021</th> <th>All Staff 2022</th> <th>Target 2023</th> </tr> </thead> <tbody> <tr> <td>Promote student ownership of learning goals</td> <td>57.4%</td> <td>59.4%</td> <td>61.4%</td> <td>63.4%</td> <td>65.4%</td> </tr> <tr> <td>Support growth and learning of whole student</td> <td>70.4%</td> <td>73.4%</td> <td>76.4%</td> <td>79.4%</td> <td>80.4%</td> </tr> </tbody> </table> </div>	Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023	Promote student ownership of learning goals	54.5%	56.5%	58.5%	60.5%	62.5%	Support growth and learning of whole student	81.8%	82.8%	83.8%	84.8%	85.8%	Focus learning on real-life problems	77.3%	78.3%	79.3%	80.3%	81.3%	Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023	Promote student ownership of learning goals	57.4%	59.4%	61.4%	63.4%	65.4%	Support growth and learning of whole student	70.4%	73.4%	76.4%	79.4%	80.4%
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	Focus learning on real-life problems	75.9%	76.9%	77.9%	78.9%	79.9%	
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**Target 2.2**

By 2023, improve or maintain the percent endorsement in the Parent Opinion Survey for student voice and agency, stimulated learning and school connectedness as per the below yearly targets:

Niddrie:

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Student voice and agency	79%	80	81	82	83
Stimulating learning environment	82%	84	86	88	90
School connectedness	85%	87%	89%	91%	92%

Laverton

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Student voice and agency	77%	78%	80%	81%	83
Stimulating learning environment	87%	87%	88%	89%	90
School connectedness	94%	94%	94%	94%	94

**Target 2.3**

By 2023, for the school to have reduced the number of students with 20 or more absent days per year.

	2019	2020	2021	2023
Students with 20 or more absences	49%	48%	47%	46%

<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Develop a shared understanding of student voice, leadership and agency																																																
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build teacher capabilities to activate student agency																																																
<b>Goal 3</b>	Increase student wellbeing																																																
<b>Target 3.1</b>	<p>By 2023, improve or maintain the percent endorsement on the Parent Opinion Survey in the Safety domain as per the below yearly targets:</p> <p>Niddrie</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023 Target</th> </tr> </thead> <tbody> <tr> <td>Managing bullying</td> <td>74%</td> <td>75%</td> <td>76%</td> <td>77%</td> <td>78%</td> </tr> <tr> <td>Non-experience of bullying</td> <td>79%</td> <td>79%</td> <td>80%</td> <td>80%</td> <td>81%</td> </tr> <tr> <td>Promoting positive behaviour</td> <td>85%</td> <td>85%</td> <td>86%</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Respect for diversity</td> <td>89%</td> <td>89%</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table> <p>Laverton</p> <table border="1"> <thead> <tr> <th>Component</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023 Target</th> </tr> </thead> <tbody> <tr> <td>Managing bullying</td> <td>73%</td> <td>74%</td> <td>75%</td> <td>76%</td> <td>77%</td> </tr> <tr> <td>Non-experience of bullying</td> <td>75%</td> <td>76%</td> <td>77%</td> <td>78%</td> <td>79%</td> </tr> </tbody> </table>	Component	2019	2020	2021	2022	2023 Target	Managing bullying	74%	75%	76%	77%	78%	Non-experience of bullying	79%	79%	80%	80%	81%	Promoting positive behaviour	85%	85%	86%	86%	86%	Respect for diversity	89%	89%	90%	90%	90%	Component	2019	2020	2021	2022	2023 Target	Managing bullying	73%	74%	75%	76%	77%	Non-experience of bullying	75%	76%	77%	78%	79%
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Promoting positive behaviour	93%	93%	93%	93%	93%
Respect for diversity	94%	94%	94%	94%	94%

**Target 3.2**

By 2023, improve the percentage of endorsement on the staff survey for Staff safety and wellbeing module as per the below yearly targets

Niddrie

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Staff Safety and Wellbeing	49.7%	51.7%	53.7%	55.7%	57.7

Laverton

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Staff Safety and Wellbeing	49.2%	51.2%	53.2%	55.2%	57.2%

**Target 3.3**

For the school to improve upon the school based collection and analysis of student engagement and wellbeing data

**Key Improvement Strategy 3.a**

Build a positive and inclusive learning environment



Setting expectations and promoting inclusion	
<b>Key Improvement Strategy 3.b</b> Parents and carers as partners	Improve parent participation as co-educators in their children's learning