

# School Strategic Plan 2022-2026

Bulleen Heights School (5099)



Submitted for review by Susan Merjan (School Principal) on 03 October, 2022 at 10:10 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	<p>Bulleen Heights School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.</p> <p>The programs and teaching at Bulleen Heights School support and promote the principles and practice of Australian democracy, including a commitment to:</p> <ul style="list-style-type: none"><li>-elected government</li><li>-the rule of law</li><li>-equal rights for all before the law</li><li>-freedom of religion</li><li>--freedom of speech and association</li><li>-the values of openness and tolerance.</li></ul> <p>This statement outlines our school's vision, mission, objective, values and expectations of our school community.</p> <p>To celebrate and embed our statement in our school community, we</p> <ul style="list-style-type: none"><li>-display posters and banners that promote your values in our school</li><li>-celebrate our values in our school newsletter</li><li>-provide awards and recognition for students who actively demonstrate the PBS and school values</li><li>-discuss our values with students in the classroom, meetings and assemblies.</li></ul> <p><b>VISION</b> Bulleen Heights School's vision is 'Achieving excellence both globally and nationally in the provision of educational services for students with special needs.'</p> <p><b>MISSION</b> Bulleen Heights School's mission is 'Preparing students with autism spectrum disorders and to achieve the best outcomes from life's opportunities.'</p> <p><b>VALUES</b> Bulleen Heights School's values are Integrity, Respect, Consistency, High Professional Standards, Care and Support.</p> <p><b>BEHAVIOURAL EXPECTATIONS</b> Bulleen Heights School acknowledges that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school</p>
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	<p>As community members, we will:</p> <ul style="list-style-type: none"> <li>-model positive behaviour to the school community</li> <li>-treat other members of the school community with respect</li> <li>-support school staff to maintain a safe and inclusive learning environment for all students</li> <li>-utilise the school's processes for communication with staff and submitting complaints.</li> </ul>
<p><b>School values</b></p>	<p>Bulleen Heights School is committed to providing a safe, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive school culture helps to engage students and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are closely linked.</p> <p>Bulleen Heights School values are integrity, respect, high professional standards, care and support and consistency. The values underpin the delivery of a vision, which aims to achieve excellence both nationally and globally in educational service provision for students with Autism Spectrum Disorder (ASD). The values and vision of the school support our mission - to prepare students with Autism Spectrum Disorder to achieve the best outcomes from life's opportunities</p>
<p><b>Context challenges</b></p>	<p>Bulleen Heights School is a specialized school for students with Autism Spectrum Disorder aged from 5-18 years. The school is located in the North-Eastern suburbs of Melbourne and operates across two campuses – Pleasant Road (primary) and Manningham Road (secondary). The Victorian Curriculum provides a framework for planning whole-school curriculum. Our exemplary teaching and learning programs are designed to individualized learning plans. Program delivery using Applied Behaviour Analysis teaching techniques is available in the lower primary years and is implemented by a team of trained ABA therapists in partnership with teachers. The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in years 11 and 12 and delivered at both foundation and intermediate levels. VCAL gives practical work-related experience, as well as literacy and numeracy skills and the opportunity to build skills that are important for life and work. The provision of a structured, predictable and secure environment contributes to the achievement of both immediate and long term goals, in the belief that all students can learn and achieve success. Strategic plans support the development of 21st Century skills with a focus on STEAM, digital technology, and innovative practices designed to enhance student learning across all areas of the curriculum. Specialist teaching areas include Performing Arts, Visual Arts and Physical Education. Extra curricula programs supporting student learning include camps and excursions, community access and swimming. After school care is available to eligible students. Our team of teachers and education support staff are supported by a multi-disciplinary team, including a psychologist, speech therapists and occupational therapists. Working in a positive behaviour support environment, our team provides a holistic approach to diverse and individual needs. The school has been successful with approval for and Inclusive Kindergarten.</p>

**Intent, rationale and focus**

1. Intent: To develop and monitor consistency in whole school teaching and learning.  
Rationale: To reduce the variability of teaching practice between classrooms.
2. Intent: To build teacher capacity to ensure motivation for improved student outcomes.  
Rationale: For more teachers to be focused on a collective responsibility of improving student outcomes.
3. Intent: Students will be empowered in their own learning.  
Rationale: Empowering students is an ongoing improvement focus for students.

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<b>Goal 1</b>	To improve the learning growth and achievement for all students.
<b>Target 1.1</b>	By 2026, measured by teacher judgement, increase the percentage of students achieving their IEP goals in the following areas: <ul style="list-style-type: none"><li>• reading goals from 96.2 per cent (2021) to 97 per cent</li><li>• number and algebra goals from 31.7 per cent (2021) to 35 per cent in Levels 1 and 2</li></ul>
<b>Target 1.2</b>	By 2026, increase the percentage of all students in the top two levels in reading (as measured by PM Benchmark Reading assessments) from 13.6 per cent (2021) to 16 per cent
<b>Target 1.3</b>	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"><li>• Guaranteed and Viable Curriculum for the Primary Campus from 54.3 per cent (2021) to 57 per cent</li><li>• Guaranteed and Viable Curriculum for the Secondary Campus from 57.1 per cent (2021) to 60 per cent</li><li>• Academic Emphasis from 60.8 per cent (2021) to 63 per cent</li></ul>

<b>Target 1.4</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning for the Primary Campus from 74 per cent (2021) to 77 per cent</li> <li>• Stimulated Learning for the Secondary Campus from 69 per cent (2021) to 72 per cent</li> </ul>
<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>To use data and evidence to understand and inform point of need teaching and learning.</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>To build consistent use of the whole school instructional practice.</p>
<b>Goal 2</b>	<p>To enhance wellbeing support for all students.</p>
<b>Target 2.1</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 71 per cent (2021) to 75 per cent</li> <li>• Emotional Awareness and Regulation form 70 per cent (2021) to 74 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2026, achieve the level of Gold in School Wide Positive Behaviour Support framework</p>

<b>Target 2.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 57.1 per cent (2021) to 60 per cent</li> <li>• Collective Responsibility for the Primary Campus from 82.3 per cent (2021) to 85 per cent</li> <li>• Collective Responsibility for the Secondary Campus from 88 per cent (2021) to 90 per cent</li> </ul>
<b>Target 2.4</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency from 75 per cent (2021) to 79 per cent</li> <li>• Confidence and Resiliency Skills from 83 per cent (2021) to 85 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build the capacity of staff in identifying students who are at risk of disengagement.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To build the capacity of staff in the delivery of Personal and Social Development curriculum.
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	To increase independent learning by providing opportunities for student agency.

