

School Strategic Plan 2018-2022

Victorian College For The Deaf (3774)



Submitted for review by Margaret Tope (School Principal) on 05 December, 2019 at 05:12 PM

Endorsed by John Stone (Senior Education Improvement Leader) on 08 December, 2019 at 02:52 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	<p>VISION Victorian College for the Deaf graduates will have the choice to go where there is no path and leave their trail.</p> <p>MISSION Our mission is to provide deaf students with an education that empowers them with choices in life. We believe that effective communication, celebration of success and rigorous, quality teaching with high expectations for every child will enable our students to reach their full potential. We acknowledge we cannot do it alone. It is only in rich partnership with families and the wider community that our students will be supported socially, emotionally and academically.</p>
School values	<p>Our College values are:</p> <ul style="list-style-type: none">RespectResponsibilityResiliencePrideLearning
Context challenges	<p>The College has undergone an internal review and an external review. The internal review was driven by the staff of the College in conjunction with a DET supplied reviewer. The external review, as suggested, was conducted by an independent chair engaging broader community about future desires for the College. The recommendations of the external review, as accepted by the Minister of Education, are yet to be shared with VCD staff and community. Once known this external review report will further add to the core work of the College and additional challenges will be identified.</p> <p>Key challenges are: sourcing a workforce with the skills and knowledge required; sourcing CRTs with fluency in Auslan to be able to maintain programs when releasing teachers for PD; sourcing resources fit for purpose; engaging parents to commit to learn Auslan to better communicate and support their child's education; identification of teaching approaches and content to meet the needs of the variety of learners in the College who are either deaf students, deaf students with additional needs, deaf students who are late first language learners.</p>
Intent, rationale and focus	<p>Victorian College for the Deaf intends to: develop whole school consistent approaches to assessment and curriculum;</p>

develop a whole of school consistent instructional model;
develop language acquisition and communication approaches that builds on the need and strengths of the students;
source appropriate tools to assess students and enable targeted teaching at student's point of need;
focus on the development of Individual Learning Plans that identify a student's current ability and include specific, measurable goals for future progress
increase student voice, leadership and agency with authentic learning partnerships
engage the community in learning, with a particular focus on parents and carers as partners.

Victorian College for the Deaf is a unique college where deaf and hard of hearing students are able to learn side by side in an inclusive environment. The language of instruction is Auslan. All staff directly working with students can deliver curriculum in Auslan. The College is the only F-12 school in Australia that enables students to access all teaching & learning throughout their entire school day directly from the teacher. For this reason alone, the College needs to be able to offer learning at each student's point of need based on a curriculum and accessed via an approach that is viable and evidence-based to be, fit for purpose, for the deaf and hard of hearing students who enrol.

The first year of the Strategic Plan will prioritise hiring staff who can communicate with and have the passion to commit to making the College and its community thrive. This team will seek assessment tools to gather baseline data on all students at the College. This data will support the key work to identify an instructional model that will align with the needs of the students. The data will also guide decisions on programs to be sourced.

Years 2 & 3 will focus on the development of Individual Learning Plans and aligning them to goal 3 of the Strategic Plan. Student voice and agency will be embedded within this process as goal 3 relates to student engagement & well-being/Deaf life skills. Another priority will be engaging the community in learning, with a particular focus on parents and carers as partners. Finally, the third priority will be on developing a Victorian College for the Deaf curriculum that is consistent across the whole school.

Year 4 will prioritise all of the intentions listed above with an eye on reviewing progress, achievements and challenges based on data that may or may not be showing trends by this point in time. In addition to this work, Year 4 will also be an opportunity to focus on student pathways and developing the social capital of the College. Collaboration with Teacher Training programs will be building and Victorian College for the Deaf will be reaching out to support other settings, locally and interstate.

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Goal 1	To improve students language acquisition and communication skills
Target 1.1	80% of students to achieve 80% success on embedded formative assessments taken from DI program provided at their level (Language for learning, Language for Thinking, Language for Writing, Spelling Mastery. RAVE-O)
Target 1.2	50% of all students to demonstrate 12 months' growth for 12 months' teaching assessed against the Australian Curriculum requirements for Auslan.
Target 1.3	50% of students will demonstrate 6 months' growth (0.5PP) for 12 months of instruction on the Victorian Curriculum for Literacy - reading and writing.
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop an agreed approach to the effective teaching of language and communication
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build teacher capacity to teach to the strengths and needs of Deaf and hard of hearing students
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning in Auslan and English
Goal 2	Improve individual students' learning growth and achievement

Target 2.1	50% of students to achieve level 0.5PP growth as measured by two assessments (WIAT-III (numeracy/literacy), Australian Criterion Scale (literacy), YARC (Literacy), UKPSC (Literacy), School-based assessment (numeracy/literacy), formative assessments (DI programs: Literacy/Numeracy).
Target 2.2	Guaranteed and viable curriculum to be at 50% in the staff opinion survey.
Target 2.3	60% of parents will attend parent teacher/SSG interviews twice a year.
Target 2.4	
Key Improvement Strategy 2.a Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop a pedagogical framework for rigorous and challenging learning that meets the needs of students
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning across the curriculum
Goal 3	To improve and enrich deaf and hard of hearing students' engagement and well being

Target 3.1	<p>The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan.</p>
Target 3.2	<p>VCD student perception survey to show 10% improvement from 54% to 64% average across all questions in the engagement and wellbeing dimensions by 2022</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Empower and build confidence, resilience and independence in all students</p>
Key Improvement Strategy 3.b Empowering students and building school pride	<p>Build teacher understanding and capacity to promote student voice, agency and leadership</p>
Key Improvement Strategy 3.c Health and wellbeing	<p>Support and provide opportunities for all students to develop deaf life skill</p>
Key Improvement Strategy 3.d Building communities	<p>Build community partnerships</p>