

School Strategic Plan 2022-2026

Victorian College For The Deaf (3774)



Submitted for review by Margaret Tope (School Principal) on 24 January, 2023 at 01:17 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 05 February, 2023 at 08:30 PM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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<p>School vision</p>	<p>Graduates of Victorian College for the Deaf are literate, critical thinkers who leave our college as autonomous young adults with viable pathways. We value deafness from a cultural perspective and invest in the learning of English and Auslan. How we teach, what we teach and having Deaf and hearing staff across the college teach deaf and hard of hearing students makes our college unique.</p>
<p>School values</p>	<p>Staff at VCD adhere to Department of Education and Training values of responsiveness, integrity, impartiality, accountability, respect, leadership and human rights. Responsiveness: We respond in a timely way with our best work. Integrity: We are honest, ethical and transparent. Impartiality: We behave in the best interest of our school community by making fair and objective decisions. Accountability: We hold ourselves and others to account for the work we do. Respect: We value others and accept their differences. Leadership: We are genuine, supportive and do the right thing. Human Rights: We uphold and respect the rights of others.</p> <p>Our college values are respect, responsibility, resilience pride and learning. Respect: allow others to learn, follow teacher's instructions, take pride in my work, respect the opinions of others, keep our school clean, be inclusive of others, use good manners, show care for school and others property. Responsibility: take care of my belongings and school property, bring the required materials to class, arrive to class on time and ready to learn, play in a safe way, and care for others. Resilience: try to solve problems, have a go, celebrate successes, accept consequences for my actions, be patient with others, challenge myself, try new things, and be the best I can be. Pride: care for our buildings, equipment and resources, be proud of my work, share ideas, keep our school and grounds clean, use areas appropriately, represent the school with respectful behaviour, wear the VCD uniform, and be a positive role model. Learning: attend school regularly, arrive to class on time, ask for help, watch and listen to what people have to say, use my initiative, try new experiences and show trust in others.</p>
<p>Context challenges</p>	<p>Summary of Key Review Findings</p>

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: How does the college build school-wide capabilities for high-quality teaching practice and the effective use of data to meet the needs of all students?

The Panel found that the college had a well-developed and implemented instructional model that supported the learning needs of all students. Staff worked in teams to assess and track student progress, and to adjust practices to be more effective and personalised. The Panel recommend strengthening data literacy and processes for collaboration, classroom observation, modelling of effective practice, feedback and structured coaching.

Context challenge to meet this recommendation: To see a reduction in the high turnover of staff for the new Strategic Plan. VCD has been identified as a 'hard to staff' school. The college has difficulty attracting qualified and experienced educators for the deaf as do the majority of Deaf Education facilities, particularly, schools for the deaf. The current staffing crisis in Deaf Education was in existence before the pandemic.

Terms of Reference Focus Question 2: To what extent does the college build voice and agency to empower students to have control over their learning?

The Panel concluded that the college had developed approaches to actively engage students in their own learning. Staff knew students and their learning needs. Personalised teaching and the availability of vocational pathways assisted with building learner agency.

The Panel recommended the college continue to refine a whole school understanding and implementation of student voice and agency.

Context challenge to meet this recommendation: To see a reduction in the high turnover of staff for the new Strategic Plan. VCD has been identified as a 'hard to staff' school. The college has difficulty attracting qualified and experienced educators for the deaf as do the majority of Deaf Education facilities, particularly, schools for the deaf. The current staffing crisis in Deaf Education was in existence before the pandemic.

Terms of Reference Focus Question 3: How does the college develop parental involvement and collaboration with partner organisations to promote student engagement and pathways/transition opportunities for all students?

The Panel found that the college had effective structures and programs to engage parents and families in the education of their children. Parents stated they were very happy with the learning and support provided by the college. Well-being and pathways provision was extensive throughout the college. The college also reached out to other organisations and partnerships to explore further opportunities for students and their families.

	Context challenge to meet this recommendation: Supporting our families to be able to communicate with their child who is deaf.
Intent, rationale and focus	<p>The School Review Panel recommends the following key directions for the next School Strategic Plan:</p> <ol style="list-style-type: none"> 1. • Communication and language skills 2. • Literacy and numeracy learning growth 3. • Using data and evidence 4. • Student well-being 5. • Student voice and agency 6. • Community partnerships in transitions and well-being. <p>1. Communication and language skills: The Intent Many students enrol either without a first language or with language deprivation despite coming from other settings. It is our intent to first teach or strengthen the learners acquisition of a first language to get them 'school language ready'. The Victorian Curriculum F-10 assumes that a student arrives with Tier 1 language and expects the teaching and learning process will grow tier 2 and 3 language.</p> <p>1. Communication and language skills: The Rationale It is important to have proficient tier 1 language to be able to discuss the act of learning and engage in learning to read and write.</p> <p>2. Literacy and numeracy learning growth: The Intent For all our students F-12 to show growth toward becoming, or become, literate and numerate.</p> <p>2. Literacy and numeracy learning growth: The Rationale "Literacy is the currency for learning." (S. Dinham).</p> <p>3. Using data and evidence: The Intent To develop capability in staff, students and parents to know and respond to data shared.</p> <p>3. Using data and evidence: The Rationale Staff will be more successful practitioners. Staff will know their students, know if their lessons are having an impact on learning gain and be able to discuss student attainment with each other, students and parents.</p> <p>4. Student well-being: The Intent A whole school approach is adopted for student well-being.</p>

	<p>4. Student well-being: The Rationale Using the tiered intervention model, all staff will be be attuned to student need and support/resources on offer to be proactive in developing and maintaining positive student well-being</p> <p>5. Student voice and agency: The Intent To activate in student's own learning.</p> <p>5. Student voice and agency: The Rationale So students have positive school experiences and can act as partners in school improvement.</p> <p>6. Community partnerships in transitions and well-being: The Intent To build the social capitol of the college</p> <p>6. Community partnerships in transitions and well-being: The Rationale To benefit our students. Having many organisations in tune with, and an understanding of our work as a college for the deaf, will grow reciprocity and mutual benefits to establish deep relationships that are enduring and student focused.</p>
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Goal 1	Improve learning growth and achievement for all students
Target 1.1	By 2026 80% of students to achieve 80% success on embedded formative assessments taken from the Direct Instruction program provided at their level
Target 1.2	By 2026 50% of students to achieve 6 months growth for 12 months of instruction, according to teacher judgements for: <ul style="list-style-type: none">• reading from 52% (2022)• writing from 60% (2022)• numeracy from 44% (2022)
Target 1.3	By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: <ul style="list-style-type: none">• 85% to 89% for academic emphasis• 79% to 83% for collective efficacy• 79% to 83% for teacher collaboration• 71% to 81% for understand how to analyse data• 97% to 97% for instructional leadership

Target 1.4	By 2026 all senior students will have an informed pathways plan
Key Improvement Strategy 1.a 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	Strengthen explicit systems for collaboration, classroom observation, modelling of effective practice, feedback and structured coaching
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff and school capability to further develop and strengthen summative and formative assessments and adjust their instruction to cater for individual learning needs.
Goal 2	Empower all students as active agents in their learning
Target 2.1	<p>By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"> • 46% to 52% for student voice and agency • 45% to 52% for stimulated learning • 56% to 60% for self-regulation and goal setting
Target 2.2	By 2026 decrease the percentage of students with 20 or more absence days from 39% in 2022 to 30% or below

Target 2.3	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:</p> <ul style="list-style-type: none"> • 86% to 88% for focus learning on real life problems • 86% to 88% for promote student ownership of learning • 93% to 94% for use student feedback to improve practice • 86% to 88% for plan differentiated learning activities
Target 2.4	<p>By 2026 the percentage of positive responses in the Parent Opinion Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"> • NDP% to 75% for teacher communication • NDP% to 75% for student voice and agency • NDP% to 75% for student connectedness
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a shared understanding of student voice, agency and leadership
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the effective use of reciprocal feedback across the school community to further enable student voice, agency and leadership
Key Improvement Strategy 2.c	Develop critical thinking, problem solving and lifelong advocacy skills in all students

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Goal 3</p>	<p>Maximise student wellbeing and engagement in their learning</p>
<p>Target 3.1</p>	<p>By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"> • 56% to 60% for emotional awareness and self-regulation • 68% to 73% for resilience • NDP% to 50% for sense of inclusion • 44% to 50% for school connectedness
<p>Target 3.2</p>	<p>By 2026 the percentage of positive responses in the Parent Opinion Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"> • NDP% to 75% for positive transitions • NDP% to 75% for support services • NDP% to 75% for confidence and resiliency skills
<p>Target 3.3</p>	<p>By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:</p> <ul style="list-style-type: none"> • By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from: • 100% to 100% for support growth and learning of the whole student • 68% to 75% for trust in students and parents

	<ul style="list-style-type: none"> • NDP% to 75% for build resilience and a resilient, supportive environment
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop and implement strategies to support students to build resilience
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Strengthen students' social skills and abilities to build positive relationships with their peers, families, and communities
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen student sense of self as a deaf or hard of hearing individual and ability to draw on necessary deaf and life skills