

Furlong Park School for Deaf Children 5214

School Strategic Plan 2008 – 2011

Furlong Park
School for Deaf Children



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School Profile		
Purpose	Values	Environmental Context
<p>To provide a dynamic learning environment that teaches the skills and values to assist children of all abilities to reach their personal, academic and social potential.</p> <p>To extend and support students in their endeavours to become effective and productive members of our society.</p> <p>To provide a supportive environment for all members of the Furlong Park community that values creativity and enhances individual self worth within both the school environment and society.</p>	<p>The values that form the basis of the actions of the whole school community are:</p> <ul style="list-style-type: none"> Respect Cooperation Independence Confidence Trust Persistence 	<p>Furlong Park School for Deaf Children, situated in Sunshine, is a well equipped, purpose built school for Deaf children from age 3 to 13 years. We provide educational programs for Deaf and hearing impaired children and children with additional needs from the Northern and Western Regions of Melbourne. Teachers hold appropriate teaching qualifications. Enrolments vary between 50 and 55 with a mixed social and cultural demographic. Our educational programs emphasise strong interpersonal relationships between students, the building of self worth and resolving conflict and are based on Victorian Essential Learnings and Special Needs Indicators with an emphasis on ICT. Students are encouraged to strive to achieve their personal best and Individual Educational Plans are developed for all students. A broad range of support programs are available for students and their families. The school was accredited as having a performance and development culture in 2006.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	<ul style="list-style-type: none"> To improve students' communication skills using Auslan and English. To improve student learning outcomes English Literacy and Mathematics. 	<ul style="list-style-type: none"> 95% or more of students will achieve good or better progress as measured by the communication goals outlined in their individual educational plans and assessed by Auslan and Oral Language assessments. 95% or more of students will achieve good or better progress as measured by the Literacy (reading and writing) and Mathematics goals outlined in their individual educational plans. 10% or more of students will achieve very good progress having transferred their learning to other situations. 	<ul style="list-style-type: none"> Develop a whole school vision to achieve a shared understanding of the school's goals and future directions. Embed the bilingual model of communication throughout the school and the parent/carer community Enhance the capacity of all members of staff to improve teaching and learning practices. Maintain a whole school culture of performance and development. Investigate and implement assessment strategies that will enable student progress to be more accurately measured. Moderation practices to be developed across the school with the objective of ensuring consistency of teacher judgments.
Student Engagement and Wellbeing	<ul style="list-style-type: none"> To improve the ability of students to be personal learners. 	<p>The Staff Opinion Survey results will improve from:</p> <ul style="list-style-type: none"> 49.7 to 70.0 for Student Decision-Making. 79.4 to 95.0 for Student Orientation. 95% or more of students will achieve good or better progress as measured by the personal learning goals outlined in their individual educational plans and assessed against VELs personal learning or a specialist school scale. 	<ul style="list-style-type: none"> On going assessment of students using Personal Learning Standards as measured by VELs or a specialist school scale. Establish benchmark data and set appropriate targets Ensure the Personal Learning Standards are embedded in the curriculum Regularly evaluate the way in which the school addresses student engagement and wellbeing, including policy review.

<p>Student Pathways and Transitions</p>	<ul style="list-style-type: none"> • To improve student transition throughout their school years. 	<ul style="list-style-type: none"> • The Staff Opinion Survey results will improve from 71.1 to 85.0 for Goal Congruence • The Parent Opinion Survey results will increase from 5.93 to 6.50 for the Transition variable 	<ul style="list-style-type: none"> • Develop and document policies and procedures for the transition of students into, through and out of the school
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