



## Aurora School 5511 Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Bernadette Coleman December 2017	.....[name].....[date]	.....[name].....[date]
School Council: Ruth Fitzsimmons December 2017	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Clayton Sturzaker December 2017	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Excellence in early childhood education for deaf children and their families</p> <p>Communication for lifelong learning</p>	<p>The things that we believe in and strive for:</p> <p><b>Community</b> connection with and contribution to our community</p> <p><b>Curiosity</b> to explore as the developmental building blocks to learning</p> <p><b>Perseverance</b> to overcome all challenges</p> <p><b>Respect</b> for each other and our environment</p>	<p>Aurora School provides early intervention and school based programs for children who are deaf or deaf-blind from the age of diagnosis in the first months of life to six years of age.</p> <p>Services are provided on the main school site at Blackburn South, at an annexe in the grounds of Furlong Park School in Sunshine and through outreach services across metropolitan and rural Victoria.</p> <p>The early intervention service provides multidisciplinary support to parents in their own homes. Professional inclusion support is also provided in child care and kindergarten centres where deaf and deaf-blind children are enrolled. Small group programs for children and their families (Early Learning and Mother Goose Programs) operate in various locations across the state.</p> <p>School based Early Education is available to deaf and deafblind children from 3 years of age. The school has continuous enrolment in Terms 1, 2 and 3. Aurora School provides 3 and 4 year old preschool programs based on the Victorian Early Years Learning and Development Framework and Foundation Level programs based on the Victorian Curriculum.</p> <p>Aurora School additionally operates an inclusive Bilingual Community Kindergarten (ASCK) program throughout the week at the Blackburn South site, ASCK offers 3 and 4 year old programs, to local community children and deaf and deafblind children attending the Early Education Program</p> <p>All programs are bilingual (English and Auslan) and use a range of communication strategies, including visual supports to aid communication. The emphasis for our deaf children is on developing communication, language and literacy in a positive social environment.</p>	<p><b>Intent:</b> To work collaboratively and develop an effective whole school approach to ongoing continuous improvement, resulting in improved outcomes for children in areas such as well-being, inclusion and engagement.</p> <p><b>Rationale:</b> If curriculum is planned and documented, assessment and pedagogical approaches are shared, and professional learning is aligned to the goals in the SSP, then there will be a positive impact on teaching and learning.</p> <p>If children and families are part of a cohesive, inclusive and supportive school community, then the conditions for continued development of a positive climate for learning are optimised.</p> <p><b>Focus:</b></p> <p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment</li> <li>Building practice excellence</li> </ul> <p>Positive Climate for Learning</p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul>

Four-year goals (for improving child achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving child achievement, engagement and wellbeing)
<p>To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning, with particular emphasis on communication, language and early literacy.</p>	<p>Excellence in Teaching and Learning</p> <ul style="list-style-type: none"> <li>Curriculum planning and assessment</li> <li>Building practice excellence</li> </ul>	<p>Continue to build the whole school culture of accountability and feedback.</p>	<p>To have all children deemed capable make one year or more growth as indicated by CASLLS and other assessment documentation.</p> <p>To have all children monitored at regular intervals to ensure progress is appropriate to their capability - (Monitored Progress against Personal Goals - MPAPG)</p>
		<p>Continue to build on the whole school approach to data collection and evidence based practice to further inform learning.</p>	<p>Assessment of children's capability using assessment tools, formal and informal measures including</p> <ul style="list-style-type: none"> <li>Victorian Early Years Learning and Development Framework</li> <li>Measuring each child's progress against Individual Learning Plan Goals, MPAPG</li> <li>Victorian Curriculum</li> </ul>

			<p>Parents goals and priorities CASLLS, Auslan scales, British Protocols, Infant Monitor of Vocal Production (IMP) All children to achieve potential growth annually as measured against the assessment tools.</p>
		<p>Develop and document a whole school Systematic <i>“Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children”</i></p>	<p>Working Party –to research current documentation and establish framework criteria Develop Draft Documents - language Trial timelines Implement</p>
<p>To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of decision making processes that enhance a positive climate for learning.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> <li>Setting expectations and promoting inclusion</li> </ul>	<p>Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children</p>	<p>Parent Opinion Survey – maintain current levels Document inclusive practices and opportunities to improve fidelity of service Initiate Parent survey on social and communication development ACSK Community interest and enrolment data - maintain current levels CASLLS and Auslan Checklist Assessment Data – 60% demonstrated progress Measured Progress against Individual Learning Plan Goals – 80% achievement levels Measured Progress against Family goals and priorities- 80% achievement levels</p>
		<p>Enhance the whole school transition process that supports children and informs educational settings of the needs and capacities of individual children in an inclusive environment.</p>	<p>Aurora Transition manual for all staff developed. Transition documentation provided to 100% of enrolling schools. Transition checklist developed and indicates high fidelity of service across Aurora. Internal transition processes are clear and well documented. Parent Opinion Survey &amp; EI Family Outcomes Survey &amp; EE and EI Exit Surveys indicate high level of satisfaction with Transition Process</p>
		<p>To continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.</p>	<p>School Staff Opinion Survey – maintain current levels Parent Opinion Surveys – maintain current level Rebranding process implemented and evidenced through documentation Documented evidence of active involvement of Aurora staff in the wider community (eg Networks, Communities of Practice, etc)</p>
		<p>Formalise a process of quality improvement in line with national and international best practice principles.</p>	<p>Quality Improvement process developed and implemented (FISO, EIQL, QIP) Documentation evidences quality improvement process and implementation Documentation evidences quality improvement growth</p>