

2018 Annual Implementation Plan

for improving student outcomes

Yarraville Special Developmental School (5278)



YARRAVILLE

Special Developmental School

Submitted for review by Ashwini Sharma (School Principal) on 20 December, 2017 at 02:09 PM

Endorsed by John Stone (Senior Education Improvement Leader) on 21 December, 2017 at 03:11 PM

Endorsed by Kim Mace (School Council President) on 24 January, 2018 at 11:54 AM

Self-evaluation Summary - 2018

Yarraville Special Developmental School (5278)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving	FISO priorities, School based PL, Staff P and D and student expected outcomes are strongly aligned and staff are given several opportunities during the year to review this. PLTS are well established and regular learning walk provides leadership feedback to teachers. Peer Observations have been established but needs to be developed further and teachers have collected, analysed and evaluated data in semester two and will continue to develop their skills and practice in this area. 2018
	Curriculum planning and assessment	Emerging moving towards Evolving	Teachers have been working in teams to build practice excellence and the school is providing opportunities for teachers to work together and are developing consistency in practice and moderation of student assessments. The school is working towards documenting the whole school curriculum through the evaluation process. Having implemented a gradual release of responsibility instructional model, the school is working towards uniform planning documents. Teachers are using formative and summative assessments to evaluate their impact and are beginning to trial some High Impact strategies. This is evidenced by PLT meeting minutes of semester two.
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving	Leadership team professional learning has been strongly aligned to FISO priorities and the SSP and AIP. The leadership program has been highly successful in establishing effective PLT and four staff members participated in an aspirant leaders program facilitated by Muffy Hand. The school will continue to develop and document the PL program and leaders will continue to support the development of common language around school values and vision.

	Evaluating impact on learning	Emerging	team have begun to develop assessment maps and moderation to achieve greater consistency of their judgements using the school wide assessment tools. PL of staff is aligned to the needs of student cohorts and this is an area that we will continue to develop to sustain the practices implemented this year.
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Professional leadership	Building leadership teams	Emerging moving towards Evolving	Leaders have participated in School Improvement networks, State PLC initiative, and attended Bastow leadership courses. The Principal and leaders have provided a very clear direction to support staff with the school improvement agenda and commit to evidence based practices. The leadership team attend all PLT meetings and align PL to school's inquiry challenge and assessment and reporting calendar. Leaders will need to work with staff in developing a common language around school's vision and values.
	Instructional and shared leadership	Emerging moving towards Evolving	All leaders are leading PLTs in the school and have been involved in coaching teaching staff in building their instructional practice. The school wide data was collated by the leadership team and student progress is closely monitored in PLTs and ELT meetings. The Leadership team regularly involve staff to review and evaluate AIP goals using the FISO inquiry model.
	Strategic resource management	Evolving	The workforce plan of the school is aligned with FISO priorities and has supported the achievement of the AIP goals for 2017. Processes have been put in place to regularly to review evidence of school's progress towards goals and action plans are developed to adopt changes to ensure that the school can meet the targets. The school's organisational folders support staff to contribute the culture of high expectation
	Vision, values and culture	Emerging	

Positive climate for learning		Empowering students and building school pride	Emerging moving towards Evolving	The electives program in the school is based on student choice and interest and has been highly successful. Attendance data and incidence data show increased student engagement. The positive student- teacher relationship evidenced by staff and parent opinion survey. Student achievements are regularly acknowledged through newsletters and assemblies.
		Setting expectations and promoting inclusion	Emerging moving towards Evolving	The school has implemented SWPBS and are currently working with DET coaches to review school plans. The expectations of student behaviour is defined by the PBS matrix. The school has an Engagement and Wellbeing policy and is working towards creating and engaging and safe learning environment for all the students.
		Health and wellbeing	Emerging moving towards Evolving	The school has an Engagement and wellbeing policy and continue to develop safe and engaging learning environments for all the students. A PBS committee has been established and the PBS matrix defines expected behaviour of students. The school promotes physical activity through the range of programs delivered at school and has introduces Zones of Regulation program for students. This will be further developed in 2018 together with the implementation of Respectful Relations program.

	Intellectual engagement and self-awareness	Emerging	<p>The use of student data to inform practice was a priority for 2017. In Mid-year benchmark data was collected in English, Mathematics and science and structures have been placed to support teachers to analyse and interpret student assessment data to inform their practice. Teachers have been working in collaboration and the PLT forum is used for teacher reflection. Teachers have adopted the inquiry cycle to work in this area. Learning Intentions and success criteria have been implemented in some classrooms and we will continue to use the High Impact Strategies matrix as a guide to improve in this area.</p>
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Community engagement in learning		Building communities	Emerging moving towards Evolving	The school regularly seeks feedback from the parents and students to evaluate progress and has established partnerships with the local community to increase student participation in the community. The school has introduced swimming, interschool sports, enterprise and other programs to enhance community engagement and has structures in place to ensure student are supported in their learning, health and wellbeing.
		Global citizenship	Emerging moving towards Evolving	The school is currently drafting a curriculum map in consideration of the need for students to embrace diversity and sustainability (scope and sequence for Inquiry units of Work). The school promotes diversity through celebrating Harmony Day and Disability Day. This year , there was a major focus on building leadership skills of Senior students and communication. Our goals from Communication Implementation plan has been achieved.
		Networks with schools, services and agencies	Emerging moving towards Evolving	The school has well established networks with DHHS, BIST team, McKillop services, Respectful Relations mentor schools and other service providers. This year. we have had opportunities to participate in the Yarraville festival and local shops are selling soaps, cars and pens that are made by our students. We also have expanded the work experience programs and through local community support, have been able to increase sporting programs in the community for our students.

	Parents and carers as partners	Emerging moving towards Evolving	The school has reviewed several policies this year and parents have had an input in it. All policies have been added to our school website. There were several opportunities for families to participate in learning programs at school and formalised information and regular SSG sessions were put in place to give families an opportunity to have input into their child's learning program. Parent feedback in this area has been highly positive. Through newsletters and SSG meetings we have regularly shared the learning students have been involved in at school to encourage active learning to continue at home. This is an area we will continue to develop in by investigating in the see saw app.
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Enter your reflective comments	The school has implemented PLCs and invested in building teacher capacity this year. We have exceeded our targets and are extremely pleased with the results in terms of building practice excellence. conversations around evaluating impact on learning have begun but will need to strengthen this further.
Considerations for 2018	we will continue to prioritise building excellence in teaching and learning area to ensure sustainability of the strategies. Through PBS and by expanding partnership with the wider community, the focus on promoting our school vision, values and culture will be of a high priority. As we continue to support the development of effective PLCs, we will focus on building teacher capacity to evaluate the impact on student learning through use of formative and summative assessments.
Documents that support this plan	ABLES comparative raw data Green 2017.docx (0.02 MB) Copy of ES Survey summary 26.7.17.xlsx (0.01 MB) Education Week Family Sessions Survey.docx (0.02 MB) Feedback on Building Practice Excellence survey.docx (0.01 MB) Parent opinion survey 2017 summary.pdf (0.31 MB) Parents_Survey_Comments 2017.pdf (0.04 MB) PLC Initial School Information Questionnaire completed April 28.docx (0.44 MB) PLC_Maturity_Matrix April Nov 2017.pdf (0.3 MB) plt leaders meeting 24 april.docx (0.06 MB) School Staff Survey - Summary of Module Component Means.pdf (0.23 MB)

teacher learning observation sheet.pdf (0.02 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Yarraville Special Developmental School (5278)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the ability of students to communicate effectively	For those students for whom ABLES assessment is appropriate, 100 % of them will show a learning growth By the end of the period all student Independent Learning Plan s will be informed by ABLES assessment	Yes	Over 70 % of students will show learning growth in English in ABLES assessment	Building practice excellence
To further develop the social behaviours of students	Parent survey results for the social skills dimension will trend upwards to the state medium. SWPBS framework evaluation tool will indicate that 80% of staff understand and implement the key elements of SWPBS.	Yes	An increase in Tier 1 Fidelity score from to TFI walkthrough tool indicates that 90% of staff can list 70% of expected behaviours Maintain 90% or above score in Respect for Diversity and Promoting	Empowering students and building school pride

			positive behaviour areas in the Parent Opinion Survey ABLES data on personal and social capabilities will show learning growth in social capabilities for 25 % of our students	
To continue to improve student independence	100% of eligible students will have a Career Action Plan established and regularly reviewed. Using on track data, students achieve a meaningful post school option.	Yes	Increase in the number of elective programs offered to students in the Senior Years Improved parent Opinion Survey on school connectedness and positive transition from 85% to 87%	Empowering students and building school pride

Improvement Initiatives Rationale
The school has moved from evolving to emerging in the area of FISO initiative "Building Practice Excellence" and "Empowering students and building school pride". In 2018, these initiatives were of highest priority and structures were established to support teachers to build their instructional capacity. The leadership team took responsibility for this and staff survey indicates a positive change in this area. To sustain practices established, it is important that staff have opportunity to practice new skills and refine practices to so they continue to support learners to improve learning outcomes in communication and literacy. The school would also use evidence based practice to further develop students' social behaviours - an area strongly aligned to the school's SSP.

Goal 1	To improve the ability of students to communicate effectively
12 month target 1.1	Over 70 % of students will show learning growth in English in ABLES assessment
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To improve the ability of students to communicate effectively

KIS 2	Build instructional capacity of staff to collaboratively plan , implement and measure impact within PLTs
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Goal 2	To further develop the social behaviours of students
12 month target 2.1	An increase in Tier 1 Fidelity score from to TFI walkthrough tool indicates that 90% of staff can list 70% of expected behaviours Maintain 90% or above score in Respect for Diversity and Promoting positive behaviour areas in the Parent Opinion Survey ABLES data on personal and social capabilities will show learning growth in social capabilities for 25 % of our students
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Further develop the social behaviours of students

Goal 3	To continue to improve student independence
12 month target 3.1	Increase in the number of elective programs offered to students in the Senior Years Improved parent Opinion Survey on school connectedness and positive transition from 85% to 87%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	To continue to improve student independence particularly in relation to post compulsory aged students

Define Evidence of Impact and Activities and Milestones - 2018

Yarraville Special Developmental School (5278)

Goal 1	To improve the ability of students to communicate effectively			
12 month target 1.1	Over 70 % of students will show learning growth in English in ABLES assessment			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	To improve the ability of students to communicate effectively			
Actions	<p>Develop an action plan to create opportunities for students to access AAC everyday</p> <p>An AAC consultant is employed to work with teachers to implement a Balanced Literacy program with emphasis on the use of proloQuo2go</p> <p>A speech therapist is employed to work three days a week to support teachers with implementation of AAC in classrooms</p> <p>Professional learning for staff on use of proloQuo2go.</p> <p>The executive leadership team will engage in Special Schools Improvement network of practice in literacy (communication)</p> <p>Ensure school wide implementation of ProloQuo2go</p> <p>Appoint a (0.4) Teaching and Learning coach</p>			
Evidence of impact	<p>students will...</p> <ul style="list-style-type: none"> -be able to develop skills use communication tools effectively for both receptive and expressive communication -students will have a voice -have increased opportunities to communicate their ideas/needs -have access to personal communication systems in their classrooms at all times <p>staff will ...</p> <ul style="list-style-type: none"> -60% of staff will be using communication tools effectively to support students -teachers will integrate AAC in teaching and learning activities -have increased knowledge and skills in integrating AAC throughout the day -model the use of AAC at every opportunity <p>Leaders will....</p> <p>Provide regular feedback to other leaders, PLT and individuals , based on evidence collected through PLT observations and Learning walks</p> <p>Support staff through professional learning and coaching conversations to deepen their understanding of use of AAC</p> <p>Ensure that staff have the AAC resources accessible</p> <p>Provide PL programs for staff on use of proloQuo2go and AAC</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
visual schedules and daily timetable displayed in all classrooms	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
student communication profile will reflect student's personal communication system	Allied Health	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
Core language displays will be accessible in all environments	Allied Health	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Use of AAC will be an integral part of PLT discussions	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
A Professional Learning plan is developed , implemented and monitored	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Feedback on the use of AAC in classrooms through self evaluation , Learning walks and peer observation will inform teacher practice	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Specific communication goals are reported on in reports by Allied Health professionals	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Non-negotiables and teaching essentials are implemented in every classroom	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teaching and Learning coach builds the capacity of teachers to use AAC in classrooms (release LT 2 days a week for coaching purposes)	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,575.00 <input checked="" type="checkbox"/> Equity funding will be used
A AAC consultant is employed to deliver PL for staff (curriculum day and in-class support)	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the ability of students to communicate effectively
12 month target 1.1	Over 70 % of students will show learning growth in English in ABLES assessment
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build instructional capacity of staff to collaboratively plan , implement and measure impact within PLTs
Actions	Strengthen PLT structure and practice Implementing High Impact strategies in teaching reading and writing across the school Teachers are
Evidence of impact	students will... experience learning in their ZPD have multiple exposures to learn and communicate ideas identify/communicate what is expected of them as learners experience authentic learning Teachers will... PLT leaders will use PLT inquiry cycle for PLT meetings PLTs track and report student learning goals in English Explicitly teach what students need to learn Plan and implement lessons that include multiple exposures Planning and implementing differentiated learning in classrooms Work collaboratively with colleagues to moderate assessments to develop consistent teacher judgement outcomes Measure and discuss their impact on student learning through analysing classroom data HITS matrix show increased implementation of HITS undertake professional reading and engage in professional discussion ZPD

	<p>Leaders will...</p> <p>Provide regular feedback to other leaders, PLT and individuals , based on evidence collected through PLT observations and Learning walks</p> <p>Support staff through professional learning and coaching conversations to deepen their understanding of effective reading and writing strategies</p> <p>Work with staff to develop and implement an instructional model through professional learning and one on one support and coaching</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Appoint assistant PLT leaders	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,500.00 <input checked="" type="checkbox"/> Equity funding will be used
PLT leaders will continue to attend PLT leaders meeting	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Design common formative assessment tools in their PLTs	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLTs will plan to implement instructional models framework for consistent reading and writing lessons across their PLTs	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Teaching and Learning coach builds the capacity of teachers to use formative assessment to plan instruction	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,300.00 <input type="checkbox"/> Equity funding will be used
Facilitate the development and implementation of PL on language experiences and writing /communication strategies	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Leaders will continue to attend PL at Bastow on effective literacy teaching practices	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Leaders attend Regional/PASS/Literacy strategy PDS and implement aspects of PL program including peer observations and observations in other schools for staff on: HITS and effective reading and writing strategies	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,400.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To further develop the social behaviours of students
12 month target 2.1	An increase in Tier 1 Fidelity score from to TFI walkthrough tool indicates that 90% of staff can list 70% of expected behaviours Maintain 90% or above score in Respect for Diversity and Promoting positive behaviour areas in the Parent Opinion Survey ABLES data on personal and social capabilities will show learning growth in social capabilities for 25 % of our students
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Further develop the social behaviours of students
Actions	Provide ongoing professional learning for members of staff to develop a deep understanding of the SWPBS framework and implement this in classrooms
Evidence of impact	Students will... show growth on ABLES data on personal and social capabilities Staff will An increase in Tier 1 Fidelity score from 8 to 13 90% of staff can list 70% of expected behaviours on the TFI walkthrough tool 80% of staff will demonstrate understanding of implementing Tier 1 interventions on Tier 1 surveys and Learning walks Leaders will Completed Tier 1 strategy surveys and Learning walks will show school will Maintain 90% or above score in Respect for Diversity and Promoting positive behaviour areas in the Parent Opinion Survey

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Revise the PBS matrix by stating behavioural expectations in the four environments.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
PBS expectations are explicitly taught across the school	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$900.00 <input type="checkbox"/> Equity funding will be used
Common language and visuals are used to reinforce expected behaviours across the school	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom and Individual reward systems are established in all classrooms	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Classroom expected behaviours and reward system is displayed in all classrooms	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The teaching of expected behaviours is integrated in the inquiry unit of work and the respectful relationships curriculum	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Teachers will use "Effective Tier 1 classroom practices to teach expected behaviours" checklist to inform their practice	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will work together to develop a consistent approach to reporting major and minor incidences	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Employ an external occupational therapist to work with cohort of students on Zones of Regulation	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,200.00 <input checked="" type="checkbox"/> Equity funding will be used
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Goal 3	To continue to improve student independence			
12 month target 3.1	Increase in the number of elective programs offered to students in the Senior Years Improved parent Opinion Survey on school connectedness and positive transition from 85% to 87%			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	To continue to improve student independence particularly in relation to post compulsory aged students			
Actions	Establish the school café Align the transition processes with NDIS initiative Continue to expand electives, work experience and post school options Explore and implement vocational education programs for students with complex learning needs			
Evidence of impact	students will... engage in more diverse and increased programs through authentic and applied learning experiences increased opportunities to make choices in choosing programs Staff will... undertake professional learning on SPICE learning program use R U ready and Social and personal capabilities data to inform PLT inquiry in the Senior Years collaborate to implement programs that will inform the draft Senior Years curriculum report on the learning outcomes for each elective and subject area (teachers) Leaders will Develop a draft Senior Years curriculum redesign Career Action Plans and reporting proformas in consultation with Senior Years Staff strengthen community partnerships to broaden students' learning experiences and opportunities			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
Career action Plans are redesigned	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
New reporting format is developed to report on competencies for students in Years 10, 11 and 12	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
School café will open to staff and students	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Transition processes are established including bus tours, Senior Years Expo and parent transition meetings	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SPICE learning program is introduced in Senior Learning Area	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Expand the work experience program so students so eligible students participate in work experience program both at school and/or the community	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Yarraville Special Developmental School (5278)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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visual schedules and daily timetable displayed in all classrooms	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
student communication profile will reflect student's personal communication system	Allied Health	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Core language displays will be accessible in all environments	Allied Health	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Use of AAC will be an integral part of PLT discussions	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

A Professional Learning plan is developed , implemented and monitored	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants a communication consultant will be employed for whole day PD and to work with groups of teachers	<input checked="" type="checkbox"/> On-site
Feedback on the use of AAC in classrooms through self evaluation , Learning walks and peer observation will inform teacher practice	Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Specific communication goals are reported on in reports by Allied Health professionals	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Non-negotiables and teaching essentials are implemented in every classroom	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teaching and Learning coach builds the capacity of teachers to use AAC in classrooms	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

(release LT 2 days a week for coaching purposes)			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
A AAC consultant is employed to deliver PL for staff (curriculum day and in-class support)	Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants we employed an AAC consultant fpr 5 days	<input checked="" type="checkbox"/> On-site
PLT leaders will continue to attend PLT leaders meeting	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site this will be held in different special schools at times
Design common formative assessment tools in their PLTs	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PLTs will plan to implement instructional models framework for consistent reading and writing lessons across their PLTs	Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Teaching and Learning coach builds the capacity of teachers to use formative assessment to plan instruction	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Facilitate the development and implementation of PL on language experiences and writing /communication strategies	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leaders will continue to attend PL at Bastow on effective literacy teaching practices	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow Institute, SWMR, PASS
Leaders attend Regional/PASS/Literacy strategy PDS and implement aspects of PL program including peer observations and observations in other schools for staff on: HITS and effective reading and writing strategies	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site SWMR PASS School Improvement Network
Revise the PBS matrix by stating behavioural expectations in the four environments.	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site PBS network schools

PBS expectations are explicitly taught across the school	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Common language and visuals are used to reinforce expected behaviours across the school	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants PBS coach and PBS workshops in the network	<input checked="" type="checkbox"/> On-site
Classroom and Individual reward systems are established in all classrooms	Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom expected behaviours and reward system is displayed in all classrooms	Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The teaching of expected behaviours is integrated in the inquiry unit of work and the respectful relationships curriculum	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will use "Effective Tier 1 classroom practices to teach expected behaviours" checklist to inform their practice	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Staff will work together to develop a consistent approach to reporting major and minor incidences	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ an external occupational therapist to work with cohort of students on Zones of Regulation	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants we employed an OT consultant for two days a week	<input checked="" type="checkbox"/> On-site
Career action Plans are redesigned	Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
New reporting format is developed to report on competencies for students in Years 10, 11 and 12	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School café will open to staff and students	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Transition processes are established including bus tours, Senior Years Expo and parent transition meetings	Leading Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
SPICE learning program is introduced in Senior Learning Area	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Expand the work experience program so students so eligible students participate in	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site community

work experience program both at school and/or the community						
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Self-evaluation Summary

- [ABLES comparative raw data Green 2017.docx \(0.02 MB\)](#)
- [Copy of ES Survey summary 26.7.17.xlsx \(0.01 MB\)](#)
- [Education Week Family Sessions Survey.docx \(0.02 MB\)](#)
- [Feedback on Building Practice Excellence survey.docx \(0.01 MB\)](#)
- [Parent opinion survey 2017 summary.pdf \(0.31 MB\)](#)
- [Parents_Survey_Comments 2017.pdf \(0.04 MB\)](#)
- [PLC Initial School Information Questionnaire completed April 28.docx \(0.44 MB\)](#)
- [PLC_Maturity_Matrix April Nov 2017.pdf \(0.3 MB\)](#)
- [plt leaders meeting 24 april.docx \(0.06 MB\)](#)
- [School Staff Survey - Summary of Module Component Means.pdf \(0.23 MB\)](#)
- [teacher learning observation sheet.pdf \(0.02 MB\)](#)