

# **Annual Implementation Plan - 2019**

## **Define Actions, Outcomes and Activities**

Yarraville Special Developmental School (5278)



# **YARRAVILLE**

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Special Developmental School

Submitted for review by Ashwini Sharma (School Principal) on 12 December, 2018 at 04:32 PM

Endorsed by John Stone (Senior Education Improvement Leader) on 12 December, 2018 at 07:21 PM

Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student learning outcomes in Literacy and Numeracy
<b>12 Month Target 1.1</b>	Over 70% of students will show learning growth in the Number strand in mathematics
<b>12 Month Target 1.2</b>	Staff will have a greater understanding of the mathematics curriculum and will use student data to plan and implement numeracy lessons in their classrooms.
<b>KIS 1</b> Curriculum planning and assessment	Build teacher capacity to collaboratively analyse data, plan and measure impact on student learning
<b>Actions</b>	A numeracy consultant is employed to work with teachers to implement a whole school numeracy initiative New PLT leaders are appointed to lead their teams in achieving improved student outcomes in numeracy The Assistant principal will provide numeracy coaching to staff across the school Speech therapist and teacher will work in consultation to build students' numeracy vocab through word of the fortnight
<b>Outcomes</b>	<p>students will</p> <ul style="list-style-type: none"> <li>-be able to develop their knowledge of number</li> <li>-have increased opportunities to build and practice number skills</li> <li>- be immersed in a number rich learning environment</li> <li>- able to apply their knowledge of mathematics to various projects and programs with purpose e.g. café, cooking</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>-have increased knowledge of the number curriculum</li> <li>-be able to apply HITs and implement other strategies to teacher mathematics in the classroom</li> <li>-be able to measure the impact of their interventions</li> <li>-work in team to develop consistency in strategies to teach mathematics and moderate student work</li> <li>-have several opportunities integrate word of the fortnight using Pro lo quo 2 go into their teaching and learning</li> <li>-observe the practice of their peers/others and vice versa to build their instructional capacity</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-provide regular feedback to other leaders, individual staff, PLTs, based on evidence from learning Walk, and PLT observations</li> <li>-support staff to deepen their understanding and sharpen their instructional practice through professional learning, model lessons and coaching conversations</li> </ul>

	-provide resources support teaching and learning of numeracy -attend network/ Bastow Numeracy Leaders program -coordinate with the consultant to implement, monitor and evaluate the numeracy initiatives			
<b>Success Indicators</b>	ABLEs Progression points Concord Assessment- benchmark data Teacher Judgement tool Formative assessment FISO Continua shows growth in Excellence in Teaching and Learning			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
students will be assessed in number using concord assessment tool	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
A professional Learning Plan is developed, implemented and monitored	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Feedback from peers and leaders through peer observations and learning walks will inform practice	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
Learning Area expectations for teaching Numeracy will be developed and documented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> PLT Leaders		to: Term 4	<input type="checkbox"/> Equity funding will be used
A numeracy consultant will be employed to deliver a PD on a curriculum day and to work with teachers in planning for effective teaching in number	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Teaching and Learning coach appointed for two days a week	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Embed the agreed whole school instructional model across the school			
<b>Actions</b>	<p>Strengthen PLC practice</p> <p>Implement Practice Principles</p> <p>The YSDS instructional model is implemented consistently across the school</p> <p>Teachers will use feedback to guide their practice</p> <p>Peer observation with a focus on HITS is timetabled and resourced</p>			
<b>Outcomes</b>	<p>students will...</p> <p>experience learning in their ZPD in Mathematics and English</p> <p>have multiple exposures to learn and communicate mathematical ideas</p> <p>identify/communicate what is expected of them as learners</p> <p>experience authentic learning</p> <p>use various means to communicate their needs, interests and their likes and dislikes about learning to adults</p> <p>have opportunities to and will be supported to advance their own learning</p> <p>encouraged and supported to achieve their learning goal</p> <p>choose learning activities based on learning needs and interest</p> <p>have access to multiple examples before undertaking learning tasks</p>			

	<p>Teachers will...</p> <ul style="list-style-type: none"> <li>come together with their knowledge of effective teaching into a collaborative approach to planning, implementing and monitoring teaching interventions and strategies (HITS)</li> <li>use PLT inquiry cycle for PLT meetings</li> <li>Track and report student learning goals in Mathematics</li> <li>Explicitly teach what students need to learn in Number</li> <li>Use two way feedback to gather information about a student's understanding</li> <li>Use student assessment data as a source of feedback on the effectiveness</li> <li>Structure feedback to support further learning</li> <li>Plan and implement lessons that include multiple exposures</li> <li>Planning and implementing differentiated learning in classrooms</li> <li>Work collaboratively with colleagues to moderate assessments to develop consistent teacher judgement outcomes</li> <li>HITS matrix show increased implementation of HITS</li> <li>undertake professional reading and engage in professional discussion on ZPD and feedback</li> <li>Provide peer feedback from peer observations and Learning Walks</li> </ul> <p>Leaders will....</p> <ul style="list-style-type: none"> <li>Provide regular feedback to other leaders, PLT and individuals , based on evidence collected through PLT observations and Learning walks</li> <li>Support staff through professional learning and coaching conversations to deepen their understanding of effective mathematics (Number) strategies</li> <li>Work with staff to implement YSDS instructional model across all classrooms</li> </ul>			
<b>Success Indicators</b>	<p>HITS matrix will show overall growth ( teacher implementation)</p> <p>PLC matrix will show growth</p> <p>PLC inquiry challenge (Number)</p> <p>Observation sheet for Learning Walk and Peer Observation</p> <p>Planning documents</p> <p>FISO Continua shows growth in Excellence in Teaching and Learning</p> <p>Practice principles continua completed and shared within School improvement network</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
4 staff members will attend the Growth coaching module	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Appoint new PLT leader	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Instructional leaders will coach teachers in building their capacity to use formative assessments to plan instruction	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Instructional Leaders will attend the numeracy leaders program	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
PLTs will undertake an inquiry challenge aimed at improving student outcomes in number	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC leaders will undertake the professional leadership professional learning program within the School Improvement Network (SIN)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Peer observation with a focus on HITS is timetabled and resourced	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 2	\$4,500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student learning outcomes through effective use of Information, Communication and Technology (ICT)			
<b>12 Month Target 2.1</b>	School Percent endorsement against special school will increase to at least 46 (from 43) for teacher communication			
<b>12 Month Target 2.2</b>	Over 30% of the families are using See saw to access evidence of their child's learning on a regular basis			
<b>12 Month Target 2.3</b>	improve Building practice excellence in the areas of "connecting student assessment with learning " and "implement consistent and sustained HITS" from emerging to evolving			
<b>12 Month Target 2.4</b>	Over 60 % of students will show learning growth in English			
<b>KIS 1</b> Intellectual engagement and self-awareness	Investigate and implement ICT tools to strengthen parent engagement in their child's learning			
<b>Actions</b>	Investigate and invest in a communication platform to share student learning with families on a regular basis Increase ICT support for staff			
<b>Outcomes</b>	<p>students will...</p> <ul style="list-style-type: none"> <li>have increased opportunities to share their work with families</li> <li>have increased opportunity for self assessment</li> <li>students will have opportunity to access their prior learning and make connections with new learning</li> </ul> <p>Staff will...</p> <ul style="list-style-type: none"> <li>undertake professional learning and training to use See saw/compass</li> <li>have opportunities to learn from peers and others</li> <li>collaborate with families in designing learning programs for the students</li> <li>share the learning of students with families on a regular basis</li> <li>attend regular PL sessions on ICT</li> <li>receive regular feedback from parents/carers</li> </ul>			

	<p>work with parents/carers to highlight the importance of high expectations and challenging goals for the students use ICT effectively to deliver authentic learning experiences for students</p> <p>Leaders will .... strengthen community partnerships to broaden students' learning experiences and opportunities provide resources and structures to maintain effective communication between home and school</p> <p>parent/carers will: be better informed about the leaning opportunities provide to their child work together with school to give consistent support be able to reinforce expectations of learning</p>			
<b>Success Indicators</b>	<p>Improved results on school and teacher communication on Parent Opinion Survey increased parent participation in their child's learning improved student outcome within learning areas of English, Mathematics, Personal and Social capabilities FISO continua ( community engagement in learning ) shows growth 50 % of the teachers are using See Saw as an assessment tool</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
An implementation plan is developed with timelines to support this initiative	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional Learning sessions are scheduled in the calendar to support staff in using the app and to share their practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00  <input type="checkbox"/> Equity funding will be used



Parent information sessions are held at the school	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers are sharing student work with families on a weekly basis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers use see saw as a platform for assessment	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Feedback is sought from parents/carers and staff on the initiative twice in the year	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
See saw apps are purchased to support the initiative	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$912.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Intellectual engagement and self-awareness	Embed the use of the communication program across the school			
<b>Actions</b>	Employ an AAC consultant Extend school wide implementation of Pro lo Quo2go			

	<p>Teaching and Learning non-negotiable are implemented in every classroom  Communication profiles are redeveloped to identify students preferred way of communication  Sensory needs around "Readiness for learning and communication" is reflected in students' communication profiles</p>			
<b>Outcomes</b>	<p>students will...  be immersed in Augmentative and Alternative Communication throughout the day  have increased opportunities to make choices in choosing programs and to make comment  share their learning with the wider community ( See Saw and Me TV)  use their communication methods sufficiently  Staff will....  confidently model ProloQuo2 go 40%of the time  use the communication profiles to inform their practice  work in collaboration with AH team  promote student voice in classrooms  using ICT effectively to deliver authentic learning experiences for students</p> <p>Leaders will ....  monitor the effectiveness of the new Allied Health model  ensure staff have resources and access professional learning to upskill themselves in using ProloQuo2go</p>			
<b>Success Indicators</b>	<p>FISO continua ( community engagement in learning ) shows growth  80 % of students will show learning growth in English (ABLES and Teacher Judgement tool)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
An Educational consultant is employed to support staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Learning for ES staff on using Pro lo quo 2 go and ICT is scheduled on the Professional Learning Calendar	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Teachers are implementing the whole school literacy framework (signing in, morning message, predictable chart writing and core words)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
ES staff will attend PD on sensory integration	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Learning environments are created according to students' sensory and communication needs	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Two extra days are allocated for ICT support staff to resource and assist with ICT programs	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input type="checkbox"/> Equity funding will be used