

Annual Implementation Plan: for Improving Student Outcomes

School name: Yarraville Special Development School

Year: 2017

School number: 5278

Based on strategic plan: 2015-2018

Endorsement:

Principal Ashwini Sharma 21/2/17

Senior Education Improvement Leader John Stone

[date]

School council Kim Mace 21/2/17

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> To improve the ability of students to communicate effectively To further develop social behaviours of students 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

In reviewing the current AIP and through consultation with staff, the chosen initiatives were identified priority areas towards student achievement. The identified initiatives are also aligned with the school's purpose statement and were chosen to achieve outcomes that were identified to be achieved by 2016.

The school is involved in the DET PLC initiative and the use of PLC matrix will provide baseline data to identify target areas for improvement as the school continues to focus on developing consistent approach to use of data in achieving targeted instructional practice.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none"> Build the capacity of individuals and teams to implement a consistent approach to use of Augmentative and Alternative (AAC) across the school Establish PLT structure and practice Establish Structures to support the PDP cycle
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child



Setting Expectations and promoting inclusion

- **Implement and embed a consistent whole school approach in school wide positive Behaviour**
- **Establish processes and programs for student transitions from and within schools.**



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		To improve the ability of students to communicate effectively						
IMPROVEMENT INITIATIVE		Building Practice Excellence						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> For those students for whom ABLES assessment is appropriate 100% will show a learning gain By the end of the period all student Independent Learning Plans will be informed by ABLES assessments 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Teacher assessment against ABLES and Victorian curriculum will indicate 100% of students are achieving learning growth in English. Benchmark data will be collected for all students using teacher judgement tool (Victorian Curriculum). All students will achieve 3 or above in ILP in ILP goals in writing and listening and speaking. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop the capacity of individuals and teams to implement a consistent approach to use of Augmentative and Alternative (AAC) across the school	Develop a Literacy (communication) Implementation Plan for the whole School	Speech Therapist	Term 1	6 months: Display of classroom and individual task schedules in all classrooms Proloquo2GO core vocab chart is displayed around the school	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$40,000	
	Employ an Allied Health/ IT support staff	Leadership Team	Term 1	Teachers have received professional learning in using language experience strategy in classrooms – curriculum day				
	Align the professional Learning Calendar to the Communication Implementation Plan	Principal	Fortnightly	Staff survey will indicate that teachers have increased confidence in using AAC and sensory interventions within literacy lessons.	● ● ●			
	Implement whole school use of Proloquo2GO and other agreed upon literacy/communication apps	Assistant Principal	Terms 2,3,4	Teachers have had opportunity to collaborate and complete termly inquiry planner prior to start of each term. All teachers have received feedback on the use of AAC in their classrooms during Learning walk				
	Implement Peer Observations and Learning Walks	Allied Health Team and PLT Leaders	Terms 2,3,4	Teachers attend twilight sessions within SIN	● ● ●			
	Engage in the School Improvement Network (SIN) communities of practice	Leadership Team	Terms 2,3,4	12 months: Classroom environment Rubric will reflect consistent use of AAC in all classrooms Work programs will reflect that Language Experience strategy is implemented in all classrooms				
		Principal Assistant Principal	Terms 1,2,3,4	80 % of teachers will rate the Twilight sessions professional learning positively in informing instructional practice Coaching Model within SIN established to support teachers in executing high impact strategies in classrooms All teachers have had opportunity to observe instructional practice of peers and/or leaders or coaches				



				Recommended apps are being used as a tool for teaching and learning in all classrooms ABLES and Victorian curriculum data reflects learning growth in English for all students				
Establish PLTs and structures to support PLTs	Implement structures to develop PLT teams	Principal	Term 1	6 months: A PLT structure is established within the school and teams are meeting regularly	● ● ●			\$9000
	Professional Development Planned and implemented for PLT Leaders	Principal	Terms 1,2,3,4	PLT leaders Are appointed with special payments PLT leaders are leading PLTs PLT teams are meeting weekly Protocols, expectations and schedule developed for PLT meetings PLT rubric completed by all PLT members at the start of the year				
	Internship program within the School Improvement Network established for PLT leaders at the school.	Principal Class Team	Terms2,3,4	Professional development provided to all PLT members on highly effective PLTs PLT leaders' professional Learning is taking place in weekly Educational Leadership Meetings PLT leaders are enrolled in the PLC leaders program (PLC Education State Initiative) PLT leaders have established networks with PLT leaders from other schools (within SIN) Scheduled time to share PLT practice once a term				
				12 months: Professional development provided to all PLT members on highly effective PLTs PLT rubric completed by all PLT members at the end of the year and compared to baseline data PLT leaders' meeting is informing PLT meeting agenda PLT leaders and Assistant Principal have participated in the PLC leaders program (PLC Education State Initiative) PLT leaders and Assistant Principal have attended the Leadership Program facilitated by Muffy Hand	● ● ●			
To establish a PDP cycle at school	Develop a PDP timeline and establish process for completing staff PDP effectively	Principal Class team	Term 1,2,4	6 months: Staff meeting to explain timelines and processes has taken place Workshops to support staff to write PDP goals	● ● ●			\$2000



	<p>Staff Performance and Development goals are aligned to the School Strategic and Annual Implementation goals</p> <p>Ensure Professional Learning is aligned to AIP</p>	<p>Principal Class team</p> <p>AP</p>	<p>Term 1</p> <p>Term 1,2,3,4</p>	<p>Reviewers identified and have had discussions with staff on their progress towards goal</p> <p>P and D discussions (goal setting and mid Cycle)have been scheduled</p> <p>Staff released for PDP meeting</p> <p>All teachers will have at least one goal has with focus on instructional practice</p> <p>All staff will have at least one goal focusing on improving student communication outcomes</p> <p>Guidelines and protocols PD has been established A PD coordinator has been appointed</p>				
				<p>12 months:</p> <p>P and D discussions (end of Cycle)have been scheduled</p> <p>Staff released for PDP meeting</p>	<p>● ● ●</p>			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve the ability for students to communicate effectively						
IMPROVEMENT INITIATIVE		Curriculum planning and assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> For those students for whom ABLES assessment is appropriate 100% will show a learning gain By the end of the period all student Independent Learning Plans will be informed by ABLES assessments 						
12 MONTH TARGETS		Teacher assessment against ABLES and Victorian curriculum will indicate 100% of students are achieving learning growth in English. <ul style="list-style-type: none"> Benchmark data will be collected for all students using teacher judgement tool (Victorian Curriculum). All students will achieve 3 or above in ILP in ILP goals in writing and listening and speaking. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child	Provide teachers with professional Learning on implementing the whole school assessment schedule	AP	Terms 1,2,3,4	6 months: Investigate and introduce the teacher judgement tool used by other schools in the School Improvement Network	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$900	0
	Provide staff with professional learning on how to develop priority goals in English and mathematics	AP	Terms 1,3	All teachers engage in professional Learning session on using the assessment tool Professional Learning and Time allocated for teachers to complete benchmark data.				
	Partnership established with other special schools through School Improvement Network (SIN) to support teachers in building their capacity and knowledge in curriculum, pedagogy and assessment	AP	Terms 2,3,4	Benchmark data on Teacher judgement tool for English, Mathematics is complete for all students up to Year 10 in Semester 1. Provide professional Learning to develop teacher skills and knowledge to use evidence to inform ABLES judgements Professional discussion with staff about setting SMART goals for students' ILPs Goal Bank and student assessment is used as a point of reference in setting ILP goals Opportunities for leaders to discuss assessment strategies and tools used in other schools.	● ● ●			
				12 months: A yearly assessment and reporting schedule has been developed Victorian Curriculum Judgement tool completed twice by all classroom teachers Staff have completed the ABLEs assessment and have had opportunity to moderate Benchmark data collected in English is informing PLT agenda in Semester 2				



				<p>Teachers are using student data to plan Du Fours questions to guide their planning and discussion at PLT Meetings.</p> <p>What do we want our students to learn?</p> <p>How will we know if students are learning?</p> <p>How will we respond when students do not learn?</p> <p>How will we enrich and extend the learning of students?</p> <p>PLT are using data to plan and review instructional practice</p>				
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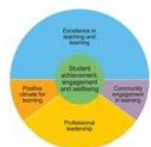


Section 3: Improvement initiatives to be continued

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To further develop social behaviours of students. To continue to improve student independence 						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> To further develop social behaviours of students. To continue to improve student independence 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Parent survey results for the Social Skills dimension will trend upwards to the state median School Wide Positive Behaviour Support (SWPBS) framework evaluation tool will indicate that 80% of staff understand and implement the key elements of SWPBS All students will have a Career Action Plan established and regularly reviewed Using On-Track data 100% of students achieve a meaningful post-school transition 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to develop a consistent whole school approach in school wide positive Behaviour	PBSP developed and implemented for all Tier 3 students.	AP Class teachers	Terms 1,2	6 months: All Tier 3 students will have a BSP	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	\$300 0	
	Student profiles established and developed for all students on Accelerus	Learning Area Leaders Class teachers	Terms 2, 4	Student summary sheet has been reviewed in term 2 All students will have a goal on personal capabilities in their ILPs				
	ILP goals on personal capabilities established for all students using the goal bank	Learning Area Leaders Class teachers	Term 1	Weekly Team meetings scheduled to allow for discussion on intervention/prevention strategies				
	Allocated agenda for SWPBS at each section meeting	Learning Area Leaders	Learning area Leaders	Staff have an opportunity to discuss SWPBS at section meetings A PBS committee member has allocated time to work on the SWPBS initiatives				
	PBS visuals re values established in every classroom	PBS Team Learning Area Leaders	Term 3	structures and the development of routines are visible in all classrooms Establish consultation with external school wide behaviour coach/lead school Designated time within teaching timetable for PBS meetings is established				
	Classroom expectations and whole school matrices displayed	PBS Team Learning Area Leaders	Term 3	Allocated agenda time at each section meeting for PBS Benchmark SWPBS data collected				
	Establish consultation with external school wide behaviour coach/lead school to continue to develop the established SWPBS initiative at YSDS	AP PBS Team	Terms 2,3	Processes for student rewards established A consistent school process and format for documenting Positive Behaviour Support Plans is developed All behaviour data entered and monitored through Accelerus by staff				



	Establish a consistent school process and format for documenting Positive Behaviour Support Plans	AP PBS Team	Term 4	Wrap around process for Special SSG for Tier 3 students established				
	Coordinate early intervention and prevention strategies to identify the barriers to learning that individual students may be facing	AP	ongoing	12 months: A consistent school process and format for documenting Positive Behaviour Support Plans is being implemented across the school Decrease in student incidence reports Staff opinion survey will show decrease in student behaviour	● ● ●			
Establish processes and programs for student transitions from and within schools.	Mapping student transitions and pathways in Later Years	Principal Gold Learning Area leader	Term 1	6 months: <ul style="list-style-type: none"> Restructure of Gold Learning Area by age Gold Learning Area Programs established to expand learning opportunities for students in the Senior Years. <ul style="list-style-type: none"> Electives and Program Day introduced in Year 9/10 School Enterprise Program established Bus tours, Transitions and Senior Years/ Post School Options Expos scheduled Community and professional Engagement officer appointed one day a week R U Ready assessments undertaken 	● ● ●		\$100 000	
	Expand and create partnerships with the local kinder, schools, community organisations and businesses	Gold Learning Area leader	Terms 1,2,3,4					
	Senior Years Programs established to expand learning opportunities for students in the Senior Years.	Principal Gold Learning Area leader	Terms 1,2,3,4					
	Transition processes established	Gold Learning Area leader	Term 3	12 months: CAPs goals established for all students in the Gold Learning Area Parent survey indicates that 80% of parents would rate transition to be successful. Senior Years Expo held in term 3 with 50% of families attending Café established and at least seven students have been rostered and trained to work in the cafe Learning Leaders are collaborating Senior Learning areas within SIN (Communities of practice) Transition processes established	● ● ●			



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

