

2016 Annual Implementation Plan: for Improving Student Outcomes

[5278]

[Yarraville Special Developmental School]
[2016]

Based on Strategic Plan [2015 - 2018]

Endorsements

Endorsement by School Principal	Signed Name <i>Joan Cummins</i> Date 26/14/2016
Endorsement by School Council	Signed Name <i>K.M. MACE</i> Date 26/14/2016
Endorsement by Senior Advisor	Signed Name Date

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<p>Building practice excellence Teachers, principals and schools will work together</p> <p>Curriculum planning and assessment School will embed a culture of curriculum planning, and assess the impact of learning programs adjusting them to suit individual student needs</p>
Professional leadership	<p>Building leadership teams Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</p>
Positive climate for learning	<p>Empowering students and building school pride Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
Community engagement in learning	<p>Building communities Schools will strengthen their capacity to build relationships with the broader community by partnering</p>

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	<input type="checkbox"/>
	Curriculum planning and assessment	<input type="checkbox"/>
Professional leadership	Building leadership teams	<input type="checkbox"/>
Positive climate for learning	Empowering students and building school pride	<input type="checkbox"/>
	Setting expectations and promoting inclusion	<input type="checkbox"/>
Community engagement in learning	Building communities	<input type="checkbox"/>

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

Priorities have been identified through the strategic plan and education process. They centre around continued work on :

- Calm environment /processes and implementation
- Curriculum development/assessment/policies
- Building the capacity of staff

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Build Practice excellence	<ul style="list-style-type: none"> • To Further develop the capacity of Professional Learning Teams to use data to plan, instruct, evaluate impact and set targeted learning goals for each student • Develop and implement a strategic plan for maintaining and improving technology resources • Resource the schools strategic plan and AIP through effective use of SRP/Equity Funding
Empowering students and building school pride	<ul style="list-style-type: none"> • Develop consistent behaviour support approaches and positive language across the school (SWPBS)
Curriculum Planning and Assessment	<ul style="list-style-type: none"> • Develop and implement a school wide common understanding and practice leading to a common language used by school staff. • To put into place frameworks to prepare students for post school life across the school
Building Communities	<ul style="list-style-type: none"> • Improve the use of communication tools used by students. • Strengthen the communication links between school and home

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ACHIEVEMENT		Targets	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Goals	To improve the ability of students to communicate effectively	12 month targets	<ul style="list-style-type: none"> For those students for whom ABLES assessment is appropriate 100% will show a learning gain. 100% of teachers will use a school based English Curriculum reflecting The Victorian Curriculum Framework. 70% of our student population, for whom ABLES is appropriate, will show a learning gain. Teachers will develop and use The Speaking and Listening component of the English school based curriculum. 			
KIS	ACTIONS: what the school will do					
Develop and implement a school wide common understanding and practice including a common language used by school staff.	Develop a common understanding of the English curriculum in SDS	Professional learning opportunities. Professional Learning Team (PLT) meetings with Teachers.	Teachers Leading teacher Assistant Principal	Term 1 - 4 2016	Documented YSDS moderation process for ABLES assessment tool.	
	Develop consistency in writing, developing and implementing ILPs	Teacher sharing – video assessments. Time release for section leaders.	Leading teachers		Documented Speaking and Listening component of the English school based Curriculum. An analysis of the ILPs by Leading Teacher/AP will show an increased use of the agreed common language.	
	Develop a Moderation process for ABLES	Using student videos for moderation Professional Learning within PLT structure				
Improve the use of communication tools used by students.	Investigate similar schools moderation practices.	Purchase iPads Curriculum day	Classroom teachers and Speech Patrologist	Term 1 - 4 2016	Each student has a documented preferred communication mode as part of their Student Profile. 60 per cent of students have an individualised communication tool. This needs to be used between home, school and specialists.	
	Further implement iPads and other technologies that can enhance student communication				Students have an ability to have access to their preferred communication mode at home and school.	
	In consultation with Speech Patrologist collate a list of students and their form of communication device/tool Write a policy relating to the BYOD (Bring Your Own Device) program and its sustainability. Finalise app purchases for each age group. Discuss the requirements of ICT needs/communication tool with parents of new students. Ensure that all teachers have a copy of the software. Apply for funding to purchase software for specific student needs.	In PLT staff will discuss and establish student mode of communication. iTunes - \$10.00 card and recommended apps for each student who is part f the BYOD program. Review methods of ensuring sustainability of technology in teaching and learning. Review ICT planning document. Discussions in various forums. Eg. Staff, parents, other schools, PASS. Equity Funding: (Budget allowance)for purchase of new PCS folders, devices and software.	Lara – ICT coordinator Educational Leadership Team		BYOD policy, ratified by school council and added to school policy pack.	

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ENGAGEMENT						
Goals	To Further develop the social behaviours of students	Targets	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
		12 month targets				
KIS	ACTIONS: what the school will do	<ul style="list-style-type: none"> School Wide Positive Behaviour Support (SWPB) framework evaluation tool will indicate that 80% of staff understand and implement the key elements of SWPBS 50% of staff will fully understand and implement Key Elements of SWPBS. 	<p>HOW the school will do it (including financial and human resources)</p> <p>Committee will plan and inform staff of procedures and practises</p> <p>During PLT sessions teachers will decide upon formats for establishing a baseline for our data</p> <p>Provide template resources for whole school.</p> <p>Priority list of resource acquisition,</p> <p>Seek support from Regional staff</p> <p>Professional Learning opportunities for teachers</p>	<p>SWPBS Committee</p> <p>All staff</p> <p>Educational Leadership Team</p>	Term 1 - 4 2016	<p>Documented SWPBS program and processes including a list of staff agreed positive language.</p> <p>Data is collected during structured sessions and outside play by staff and documented and analysed. This is used to award students with certificates at whole</p> <p>Behaviour support Policy documented and ratified by school council</p>
Develop consistent behaviour support approaches and positive language across the school(SWPBS)	<p>Introduce and consolidate the SWPBS program</p> <p>Develop lesson content and teaching strategies that reflect school wide expectations</p> <p>Gather and establish baseline data and report to whole school.</p> <p>Identify Resources and develop a resource pack for all staff and families.</p> <p>Established team that focuses on intensive individualised supports for students needing Tier 3 supports.</p> <p>Develop understanding of Functional Behaviour Analysis (FBA)</p> <p>School wide behavioural expectations taught directly and formally</p>	<p>PLT-discussions</p> <p>Professional Readings/learning on Richard Du Four's Professional Learning Communities At Work.</p> <p>Smaller teams are formed with delegates from across the school sections.</p> <p>Video modelling</p> <p>Presentations</p> <p>Peer observations</p>	<p>Principal class</p> <p>Leading Teacher</p> <p>Team leaders</p>	Term 1-4 2016	<p>Use the "Professional Learning Communities at work" process during PLT sessions PLTs to show how they modified learning after reviewing the data and how the data informed student learning goals.</p>	
To further develop the capacity of Professional Learning Teams to use data, to plan, instruct, evaluate impact and set targeted learning goals for each student	<p>Provide Professional learning within Teams</p> <p>Evaluate and use the ABLES data, previous goals and parent input to write new goals</p> <p>Moderate individual learning goals across the school</p>					

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WELLBEING		Targets		SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress	
Goals	To continue to improve student independence particularly in relation to post compulsory aged students.	12 month targets	<p>100% of eligible students will have a Career Action Plan established and regularly reviewed</p> <p>Using On-Track data 100% of students achieve a meaningful post-school transition</p> <ul style="list-style-type: none"> 100% of eligible students will have a Career Action Plan established 100% of students and parents will be introduced and given access to a range of post school options. 	WHEN timeframe for completion	Markers of success reflecting observable changes in practice, behaviour, and measures of progress
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To put into place frameworks to prepare students for post school life across the school	Review the current format of the Career Action Plan.	Teachers, Educational Leadership Team, Transition Coordinator and post school provider input eg. Mambourh.	Teachers All staff	End of term 1 2016	Teaching staff agree on the format and content of the CAPS plans after review.
	Develop and document consistently/common understandings across the school of the skills and knowledge students require for post school life	Time release for Transition Coordinator – 2 extra sessions per week. Use the R U Ready document as a guide	Transition Coordinator Educational Leadership Team.	End of 2016	CAPS plan is sent home to parents three times per year as part of student reporting process. Documented and implemented in class programs. Review and ratification of the Senior School Curriculum
Strengthen the communication links between school and home	Establish a staff understanding of the use of prompts to increase student independence.	PLANNING /timetables/lesson plans Professional Learning For Teachers		End of 2016	Change in teachers practise by : Allowing students time (minimum of 15 seconds) to respond to instructions to increase independence Reduce verbal and physical prompts to 4-6 per task/activity. Consistent attendance in Seniors program .
	Continue to establish partnerships within the local community, post school providers, local councils and other special schools				Attend established local community meetings and special school meetings
Strengthen the communication links between school and home	Provide information to parents of students eligible for MIPS regarding post school options	Appoint a Transition Coordinator with time release to research and organise transitions for students.	Leadership team Transition coordinator	End of 2016	An information night will have been organised and held. Reflect in SSG meeting notes and student ILPs.
	Information sessions/expos SSG meetings Supporting parents by taking them on a bus tour to visit various providers. School will provide the transport.	Arrange interpreters for information sessions and SSG meetings as required Budget for childcare support during information evenings. YSDS will arrange tour and provide bus and staff to visit facilities.	Teachers	Term 1	A bi annual newsletter in other languages reflecting student population. Parent feedback survey will show 80% satisfaction of service for transitioning students.

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PRODUCTIVITY							
Goals	Align all aspects of resourcing to ensure the strategic intent of the school's vision for the future can be effectively delivered.	Targets	All students have access to classroom learning technologies through school resources and a Bring Your Own Device program. All students have access to an appropriate range of specialist and allied health staff through prioritised budget allowance.	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
KIS	ACTIONS: what the school will do	12 month targets	80% of students have access to iPads through school resources and a Bring Your Own Device program. 80% of all students have access to one or more Allied Health Staff as well as Specialist teachers.	Discussion in school council/staff	ICT coordinator Assistant Principal	End of 2016	Documentation completed and endorsed by School Council
Develop and implement a strategic plan for maintaining and improving technology resources	<ul style="list-style-type: none"> Examine BYOD program for iPads Review resources available to support student learning Identify improvements required to facilities and funding options 		Priorities identified for additional resources	Guidelines for BYOD program and or plan for ICT funding			
Resource the schools through strategic plan and AIP through effective use of SRP/Equity Funding	<ul style="list-style-type: none"> Program Budgeting Allocating Resources for staff professional Learning , SWPBS Curriculum Development and Professional Learning Teams To develop a workforce plan that meets school needs To seek funding to enhance the physical resources of the school 		Of \$27000 equity grant: \$7000 will spent on professional learning and Curriculum development \$20000 towards extra E.S staff for student support.	Apply for Inclusive school Funding Liaising with DET re: additional accommodation	Principal Fundraising committee	Term 1- ongoing	Sensory room established for students who to maintain optimal levels of arousal to help increase attention and focus. This will be documented in a pre and post checklists. Sufficient ES support in classrooms to complete FBA data (overall decrease in behaviours)
				Of \$27000 equity grant: \$7000 will spent on professional learning and Curriculum development \$20000 towards extra E.S staff for student support.	Principal Fundraising committee	Term 1- ongoing	Sensory room established for students who to maintain optimal levels of arousal to help increase attention and focus. This will be documented in a pre and post checklists. Sufficient ES support in classrooms to complete FBA data (overall decrease in behaviours)