

School Annual Implementation Plan for 5153 Verney Road School

Based on Strategic Plan 2015 - 18



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed: <i>Janet Gill Kirkman</i></p> <p>Name: Janet Gill Kirkman.</p> <p>Date: December 2014</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Joanne Sizeland</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>

Strategic Direction

	Goals	Targets	One Year Targets
Achievement	To improve all learners communication, literacy and numeracy skills.	<ul style="list-style-type: none"> To increase in 2015 and annually each team leader's classroom presence, through modelling, team teaching or classroom observations at least twice weekly. To increase to 90% the number of students achieving a score of 3 or 4 for their SMART goals in English, Mathematics and Communication. To increase for 90% of the students letter identification results from June to December UAELB assessment. By the end of 2015 and annually every student with complex communication needs will have an individualised goal relating to their AAC objectives. To increase the percent endorsement of shielding and buffering in the Staff Opinion 	<ul style="list-style-type: none"> To increase in 2015 each team leader's classroom presence, through modelling, team teaching or classroom observations at least twice weekly. To increase to 70% the number of students achieving a score of 3 or 4 for their SMART goals in English, Mathematics and Communication, each semester. To increase to 70% of the students letter identification results from June to December UAELB assessment. By the end of 2015 and annually every student with complex communication needs will have an individualised goal relating to their AAC objectives. To increase the percent endorsement of shielding and buffering in the Staff Opinion

		Survey from 38% to 52% (All Special Schools 2014) during the period of the Strategic Plan.	Survey from 38% to 40% for 2015
Engagement	To provide for all learners a learning environment that fosters resilience and lifelong learning enabling students to be active participants in family and community life.	<ul style="list-style-type: none"> To decrease Year 11 average absence from 35 days (2013) to 25 days (2017). To decrease Year 12 average absence from 28 days (2013) to 18 days (2017). To decrease Foundation-Year 10 average absence from 12 (2013) to 7 days (2017). To increase the percent endorsement of School Climate: Academic emphasis from 58% to 65% in the Staff Opinion Survey during the period of the Strategic Plan. To increase the percent endorsement of School Climate: Trust in students and parents from 40% to 55% in the Staff Opinion Survey during the period of the Strategic Plan. 	<ul style="list-style-type: none"> To decrease Year 11 average absence from 35 days (2013) to 30 days (2015). To decrease Year 12 average absence from 28 days (2013) to 24 days (2015). To decrease Foundation-Year 10 average absence from 12 (2013) to 10 days (2015). To increase the percent endorsement of School Climate: Academic emphasis from 58% to 60% in the Staff Opinion Survey for 2015. To increase the percent endorsement of School Climate: Trust in students and parents from 40% to 45% in the Staff Opinion Survey for 2015.
Wellbeing	To improve the students' ability to regulate their attention and emotional state.	<ul style="list-style-type: none"> To improve the Student Distress variable from 4.62 to 5.95 for Years 5-6 students over the period of the Strategic Plan. To improve the Student Safety variable from 3.47 to 4.30 for 	<ul style="list-style-type: none"> To improve the Student Distress variable from 4.62 to 4.85 for Years 5-6 students for 2015. To improve the Student Safety variable from 3.47 to 3.87 for

		<p>Years 7-12 students over the period of the Strategic Plan.</p> <ul style="list-style-type: none"> • To decrease the Student Challenging Behaviour incidents reported on Edu-Safe from 33% to 20% over the period of the Strategic Plan. • Decrease the total SWIS reports detailing major behaviours annually recorded in SWPBS over the period of the Strategic Plan. • To use data to identify and target interventions to reduce major behaviours for either location, times of the day or specific students over the period of the Strategic plan. 	<p>Years 7-12 students for 2015</p> <ul style="list-style-type: none"> • To decrease the Student Challenging Behaviour incidents reported on Edu-Safe from 33% to 28% over the period of the Strategic Plan.
Productivity	<p>To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students.</p>	<ul style="list-style-type: none"> • To maintain the General Satisfaction variable of the Parent Opinion Survey above the 75th percentile during the period of the plan. • To increase the percent endorsement of Professional Learning: Active participation from 71% to 80% in the Staff Opinion Survey during the period of the Strategic Plan. 	<ul style="list-style-type: none"> • To maintain the General Satisfaction variable of the Parent Opinion Survey above the 75th percentile for 2015. • To increase the percent endorsement of Professional Learning: Active participation from 71% to 75% in the Staff Opinion Survey for 2015.

Implementation

Key Improvement Strategies	What the activities and programs required to progress the key improvement strategies	How the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Achievement	<p>Create a structured Augmentative and Alternative Communication (AAC) process that embeds AAC practices/skills/strategies and benchmark data to improve the capacity of students to communicate.</p> <p>Build Instructional Leadership of Team Leaders. Formalise and embed the roles as teaching and learning leaders including monitoring curriculum implementation, teacher planning, assessment and having a regular classroom presence.</p> <p>Embed the VRS Instructional Model to include what is non-negotiable in daily planning and teaching.</p>	<p>SMART goals prepared by classroom teachers each semester Ongoing PD with Literacy Consultant – Jane Farrall</p> <p>Team leaders will timetable their classroom presence weekly at leadership meetings.</p> <p>Include in key elements planning documents</p>	<p>All teaching staff Jane Farrall Implementation Team., including leaders and teacher representatives.</p> <p>Ann, Jesse, Janine</p> <p>Jan, Prue, Ann, Jesse, Janine, classroom teachers.</p>	<p>Term 4, 2015</p> <p>Weekly timetable commitment</p> <p>Classroom observations every term.</p>	<p>All students with complex communication needs have a personalised goal re AAC practices and increased participation in learning tasks.</p> <p>Team leaders will have a classroom presence, through modelling, team teaching or classroom observations at least twice weekly. Teacher accountabilities of curriculum implementation, planning and assessment will be met.</p> <p>Classroom Observations provide evidence of consistent common practice evident from the VRS Instructional model including written learning intentions, explicit teaching, feedback and reflection</p>

	<p>Streamline key elements of planning documents for enhancement of differentiated planning to support learning. Structure shared planning times for teams where possible.</p> <p>Embed the Four Block Literacy Model across all classrooms</p> <p>Utilise a consistently operable tracking system that is enhanced to provide collective data displays of multiple cohorts (gender, class, age, etc.) and also to map progress of every student over time.</p> <p>Enable leadership / peer observations that use the Elmore Model (2010) across the school and embed regular, quality feedback on teacher performance.</p>	<p>Key elements of Instructional Model included in planning documents. Timetabling to consider shared planning opportunity where possible</p> <p>Grad and new teachers introduced to model through PD. Observation of Consultant and teacher practice. Whole school PD.</p> <p>PD and time provided for teachers to upload data to tracking system.</p> <p>Leadership team designate Unit to implement observations each term. Unit leaders provide release for peer observations every term. Class teachers nominate area of Instructional Model, they wish to observe.</p>	<p>Jan, Prue, Ann, Jesse, Janine, classroom teachers.</p> <p>Literacy Consultant – Jane Farrall Plus school implementation team</p> <p>Ann, Jesse, Bek.</p> <p>Jan, Prue, Jesse, Janine, Ann and all classroom teachers.</p>	<p>Plans provided weekly to unit leader or uploaded weekly to intranet</p> <p>Termly visits, PD and observation of practise.</p> <p>Upload data Term 1. Use tracking system Term 1- 4.</p> <p>Peer and leadership observations occur every term.</p>	<p>Small shared planning teams established. Planning documentation to include common elements within and across teams (from Instructional Model.)</p> <p>Every classroom teacher implements the Four Block Literacy Model at least 4 times weekly.</p> <p>Teachers using tracking system to upload data write reports and store all relevant student information.</p> <p>Peer and leadership classroom observations occur at least once per term for every teacher and embed constructive task and process feedback for all teaching staff.</p>
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	Form small committee to write 'Shielding and buffering' policy – to decrease intrusions that distract from teaching and learning to trial in 2015 year. Commence trial of policy.	Small representative committee formed to determine amount of interruptions and policy for improvement.	Jan and committee, rep from each unit and admin.	Term 2- 4, 2015	Staff Opinion survey reports improvements in Shielding and Buffering section.
Engagement	Define attendance guidelines for whole school and develop consistent follow up processes.	Representative committee formed to view current policies and protocols and determine common practices for improvement.	Jan and committee, rep from each unit and admin.	Term 1- 4 2015	All staff aware and implement attendance policy, practices and guidelines consistently.
	Regularly review and embed the teaching and learning protocols (Instructional model) and the whole school 'Non-Negotiables' to ensure consistent classroom practice and professional behaviour.	Non – negotiable document reviewed regularly. Changes made where necessary. Instructional model implemented through planning and classroom observation feedback.	Jan, Prue, Janine, Jesse, Ann,	Term 1- 4 2015	Staff consistently implement whole school Instructional Model and Non- Negotiables.
	Review the Student Support Group (SSG) format, timing, student participation for those deemed capable, involvement of Education Support staff (ES) and the	Trial changed SSG arrangements over one day in Semester 1, using parent attendance data to guide future decision making.	Prue, Jan	Trial in Semester 1, 2015	Trial changed processes and make decision to implement in 2016.

	<p>sharing of school reports in the SSG for consistency.</p> <p>Continue to improve parent involvement practices through personalised invitations to special and learning events such as whole school assembly, Fun Run, Breakfasts, welcome BBQ & Information evening, SSG's etc.</p> <p>Investigate and implement the Strengthening Pathways Planning for Young People to foster independence and increase student participation in further education, training and post school employment. This includes School based apprenticeships and traineeships as an option for a cohort of students.</p> <p>Embed Project based VCAL processes.</p>	<p>Increase opportunity for parent involvement in minor and major school events by personalising invitations through multiple means.</p> <p>Research and implement opportunities for select students to participate in SBA's and traineeships</p> <p>Team based planning and implementation of integrated projects that achieve multiple VCAL outcomes.</p>	<p>All staff</p> <p>Janine and Senior Team.</p> <p>Janine and Senior Team.</p>	<p>Term 1-4, 2015</p> <p>Term 1-4, 2015 and beyond.</p> <p>Term 1-4, 2015 and beyond.</p>	<p>Personalise invitations through letters, phone calls and students inviting parents and follow up; understanding multiple means and effort may be required.</p> <p>A small cohort of students participates in SBA, traineeship, and post school employment.</p> <p>Foundation VCAL outcomes are achieved for the majority of students through multiple hands – on projects</p>
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Wellbeing	<p>Implement So Safe! Sexuality education for students commencing Term 2, 2015 including an extension program for SY and relevant MY cohort.</p> <p>Provide ongoing training re legal and safe restraint in line with DEECD policy.</p> <p>Consistently implement Tier 2 and 3 strategies of the School-Wide Positive Behaviour Support (SWPBS) program using data based decisions. New staff trained in SWPBS.</p> <p>Monitor safety of staff through analysis of Edusafe or SWIS data and support staff to develop and/or revise Student Behaviour Support Plans as required.</p>	<p>Resource development occurs, parent permissions gained, teaching commenced.</p> <p>Whole school Professional Learning day, reviewed in Unit meetings.</p> <p>PBS team meets fortnightly and implements Action Plan. Referral team meets fortnightly to review referrals and trial relevant tier 2 & 3 strategies. Check- in, check-out implemented with specific students.</p> <p>Unit meeting reviews</p>	<p>Janine, Jesse</p> <p>Prue</p> <p>Prue, Colette, Robyn McCully, Kath.</p> <p>Janine, Jesse, Ann.</p>	<p>Term 1- resource development Term 2-4 teaching So Safe!</p> <p>Training Term 1.</p> <p>Term 1-4</p> <p>Semester SSG's</p>	<p>Resource development and parent permissions occur in Term 1 and full implementation commences Term 2.</p> <p>Staff have clear understanding of safe restraint and parents give permission for same in the Behaviour Support Plan, where required.</p> <p>Student Wellbeing Referral Team meet fortnightly after PBS meeting to review referrals and trial and begin implementation of relevant tier 2 and 3 strategies based on a rigorous referral process.</p> <p>Staff update minimally twice yearly and implement Behaviour Support Plans which are discussed and signed off with parents/ carers.</p>

Productivity	Ensure the annual professional learning plan with built- in flexibility is aligned with the School Strategic Plan and Australian Teaching Standards.	Whole school professional learning given priority in order to achieve a whole school collaborative approach.	Jan, Prue	All 2015	Professional learning is clearly linked to whole school priorities as per the Strategic and Annual Implementation Plan.
	Provide coaching and time for peer observations.	Team leaders are responsible for weekly class allocation for team teaching and release to provide peer observation time slots.	Janine, Jesse, Ann.	All 2015	Team leaders enable coaching and peer observations.
	Provide a personalised and comprehensive communication system for every student with complex communication needs.	Every class provides AAC support to students to enhance their 'voice' in the learning process.	Leaders and every teaching staff member.	All 2015	Staff and students use AAC to maximise teaching and learning involvement.
	Extend the Performance and Development Process (PDP). Leadership to ensure consistency of team approach.	Every staff member has PDP with relevant goals from the AIP that are achieved by the end of 2014.	Jan, Prue, Janine, Jesse, Ann and all staff.	Commencing Term 1 2015	Every staff member designs PDP based on SMART goals and meets the required accountabilities of their role.
					Staffing profile matches the needs of students.

	<p>Allocate staff strategically according to student need and staff capability. Continually update a staffing plan against the school SRP and projected vacancies.</p> <p>Utilise the school tracking system to measure cohort growth and progress of individual students over time.</p> <p>Submit regular and timely applications to philanthropic trusts and other agencies.</p>	<p>Workforce plan implemented and all appointments based on principles of Merit and Equity. A wide range of staff given opportunity to sit on panel.</p> <p>Staff given release time to enter data on Tracking system.</p> <p>Office Manager submits applications.</p>	<p>Jan, Kaye</p> <p>Ann, Bek</p> <p>Kim</p>	<p>2015</p> <p>Term 1. 2015</p> <p>2015</p>	<p>Tracking system fully operable.</p> <p>Special payment allocated to staff member to achieve additional funding through philanthropy and partnerships on an annual basis.</p>
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