

Annual Implementation Plan: for Improving Student Outcomes



School name: Verney Road School

Year: 2017

School number: 5153

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Janet Gill Kirkman 1/2/17

Senior Education Improvement Leader Marian Lawless [date]

School Council President. Joanne Sizeland 1/2/17

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
<ul style="list-style-type: none"> To improve all learners communication, literacy and numeracy skills. 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. To improve the students' ability to regulate their attention and emotional state.

Improvement Priorities	Improvement Initiatives	✓
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.

- Our Strategic Plan defined the need to build practice excellence in the enhancement of Alternative and Augmentative Communication processes to ensure every student can participate in the learning and communication process. This improvement initiative is part of a 3 year plan.
- Communication Matrix outcomes show progress for learners and this needs to be continually enhanced.
- Verney Road School prior to 2016 used the Hume Region Special Schools' Curriculum. With the development of the A-D of the Victorian Curriculum (Pre-Foundation) and the appointment of DET. STEM coaches Mathematics Curriculum Implementation is in the second year of our improvement plan. In 2016 Mathematics On-Line Assessment Tool was introduced and in 2017 the tool will provide comparative data.

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	Continue to build all staff capacity (Teaching and ESS) in AAC (Augmentative & Alternative Communication) strategies to ensure all students participate in communication and the learning process.



Curriculum Planning and Assessment.

The implementation of the Mathematics Victorian Curriculum and the DET STEM Mathematics Improvement Strategy.



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 all learners communication, literacy and numeracy skills.						
IMPROVEMENT INITIATIVE		Building Practice Excellence.						
STRATEGIC PLAN TARGETS		<p>To increase to 90% the number of students achieving a score of 3 for their SMART goals in English, Mathematics and Communication.</p> <p>To increase to 90% of the students letter identification results from June to December UAELB assessment.</p> <p>By the end of 2015 and annually every student with complex communication needs will have an individualised goal relating to their AAC objectives.</p> <p>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.</p> <p>Decrease the total SWIS reports detailing major behaviours annually recorded in SWPBS over the period of the Strategic Plan.</p>						
12 MONTH TARGETS		98% students in the school will have progressed in the percentage of skills acquired in communication via the Communication Matrix or the Pragmatics checklist from February to November.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to build all staff capacity (Teaching and ESS) in AAC. (Augmentative & Alternative Communication) strategies to ensure all students participate in communication and the learning process.	Termly Professional Learning (PL) with Speech Consultant – Haylee Parfett and termly follow up PL by VRS. Communication Team. (Equity Funded)	Haylee P Merryn S JGK Communication Team	Termly.	6 months: Whole School PL every term with Speech Consultant Haylee Parfett and follow up with Communication Team. Observation and feedback in classrooms by Haylee Parfett.	● ● ●	Students achieve a 3, 4 or 5 on Communication SMART Goal.	\$3084 per term, = \$12336 per year	
				12 months: Whole School PL every term with Speech Consultant Haylee Parfett and follow up with Communication Team. Observation and feedback in classrooms by Haylee Parfett.	● ● ●		98% students in the school will have progressed in the percentage of skills acquired in communication via the Communication Matrix or the Pragmatics checklist from February to November.	
	Improve classroom delivery of AAC in a partnership (Teacher / ESS / Trainee). Every teacher & ESS has a SMART goal for improving their use of AAC in their personal P & D.	Classroom Teachers ESS, MS, JGK.		6 months: Classroom observations every term by leadership team note consistent use of AAC by teacher and ESS.	● ● ●			
				12 months:	● ● ●		90% of relevant staff meet their SMART goal in AAC in their Performance & Development Plan.	
	Define Communication Assessment	Classroom		6 months: Every student has a Communication SMART goal	● ● ●	100% of classroom teachers will have completed		



	requirements and set SMART goals from Assessment outcomes at SSG's.	Teachers		and matching strategies for improvement, every semester. Dates of required assessment noted in Assessment Schedule.		the Communication Assessment and have individualised student SMART goals in the Speaking and Listening mode.		
				12 months:	● ● ●			
	Building home/ school partnerships, getting evidence based feedback (SSG's/ Consults/ Communication Morning Teas.)	HP, MS.		6 months: Feedback system established.	● ● ●	At least ten families experience consults with Speech Consultant during 2017.		
				12 months:	● ● ●			
	Building an improved culture of access: yard/ assemblies/ bus/ all classrooms, to 'habitual behaviour' that all students in need have their communication tool with them.	All Staff		6 months: PODD /ALD's available for all students with complex communication needs in all school / community environments.	● ● ●	Ten access points established for out of classroom AAC, such as hall, yard, bus area. Every classroom has a 'Group PODD' by the end of 2017.		
				12 months:	● ● ●			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	To improve all learners communication, literacy and numeracy skills.
IMPROVEMENT INITIATIVE	Curriculum Planning and Assessment.
STRATEGIC PLAN TARGETS	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, 4 and 5 for their SMART goals in English, Mathematics and Communication.
12 MONTH TARGETS	The cohort data for Working Towards Maths Online Assessment in Counting and Place Value will increase in excess of 8% from June to December, in 2017. The cohort data for Maths Online Assessment in Counting and Place Value will increase to 15% or more from June to December, in 2017.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
The implementation of the Mathematics Victorian Curriculum and the DET. STEM. Mathematics Improvement Strategy.	Trial and Implement the draft Mathematics Instructional Model and incorporate in Maths planning.	Classroom teachers	Term 1-4	6 months: Coaches have documents to trial with leaders and teachers. Trial teachers provide written feedback about pros and cons of model.	● ● ●		\$	\$
				12 months: Every relevant teacher will have trialed the Maths Instructional Model. Teachers will use the 4 headings of the Instructional Model in Planning format	● ● ●	By the end of 2017 100% of relevant Maths teachers will be using a planning model with the VRS 4 headings		
	Allocation of Coaches to staff. Co Plan with Maths Coaches using the Victorian Curriculum.	Kelli/ Colette Classroom teachers	6 months: Weekly Planning shows consistent evidence of Curriculum codes.	● ● ●		111,531 STEM Coaches 0.5		
			12 months:	● ● ●	100% of relevant teachers show evidence of Curriculum Maths planning.			
	Build familiarity with the Mathematics Assessment and use as a teaching tool.	Kelli/ Colette Classroom teachers	6 months: Creation of 5 more Assessment Kits.	● ● ●	Assessments completed May and November	\$500		
			12 months: Student SMART goals represent assessment outcomes Teacher planning represents student SMART goals	● ● ●	End of Year Mathematics assessment profile created for each student for handover. The cohort data for Working Towards Maths Online Assessment in Counting and Place Value will increase in excess of 8% from June to December, in 2017. The cohort data for Maths Online Assessment in Counting and Place Value will increase to 15% or more from June to December, in 2017.			



	Build common Maths practices across the school including using concrete materials / manipulatives, mathematical language and learning to explain Maths thinking.	Kelli/ Colette Classroom teachers		6 months: Coaches implement a professional learning system to share common ideas for use of resources, including curriculum links	● ● ●	Professional learning provided on 8 occasions within Semester One as evidenced in minutes of meetings	\$ 4000	
				12 months: Coaches create a collected resource of ideas for use of resources, including curriculum links	● ● ●	Resources created and professional learning provided on 8 occasions within Semester Two as evidenced in minutes of meetings. Resources collated and distributed to 100% of classroom teachers		
	Draft a Mathematics Scope and Sequence to trial Semester 1, 2017	Kelli/ Colette		6 months Coaches have documents to trial with leaders and teachers. Trial teachers provide verbal feedback about pros and cons of document	● ● ● ● ● ●	Scope and Sequence created and distributed to 100% of classroom teachers		
				12 months Coaches have finalised Scope and Sequence documents				
	Leadership and Peer observations of implementation of Mathematics Instructional Model.	Leaders		6 months Leadership observations to focus on teaching of Mathematics as prescribed on the Maths Instructional Model in Semester One Data provided to coaches to inform future professional learning	● ● ● ● ● ●	100% of relevant teachers observed by leadership and provided with written feedback of Mathematics implementation.		
				12 months		12 months		
	Implementation of Primary Connections for one semester of 2017	CB, KD		6 months Staff informed of topics at beginning year professional learning New staff provided with individualised Primary Connections training Whole staff provided with extension of Primary Connections training as based on Term 4 2016 school wide observations	● ● ● ● ● ●	For every class to have shared hands-on experiences of science topics to further student knowledge and scientific thinking as evidenced in weekly planning.	SCI- \$4000	
				12 months		12 months		



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	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.
OTHER IMPROVEMENT MODEL DIMENSIONS	
STRATEGIC PLAN TARGETS	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.
12 MONTH TARGETS	To increase the percent endorsement of Shielding and Buffering in the Staff Opinion Survey from 42% to 45%. To decrease Foundation- Year 10 average absence from 12 (2013) to 7 days (2017).

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Create a Sensory Communication Development Class.	Create a sensory communication class in Early Years to provide constant learning opportunity by the provision of deregulation of high sensory needs and augmentative and alternative communication support. (Equity Funded)	Bek, Tanya, Danielle Abby pm	Term 1-4	6 months: Increased attending during literacy. Increased daily choice using PODD and choice boards.	● ● ●	Decrease in physical behaviours on daily behaviour record in Semester 1. 20% improvement in appropriate test in the UAE LB.	\$ 61,464-T 35,775-ES	\$
				12 months: Each student has individualised AAC support.		Increase in student progress in requesting and rejecting on Communication Matrix.		
Provide a Sensory, Therapeutic Program across Early and Middle Years for students with complex sensory needs.	Embed Sensory/ Therapeutic program using in-class practices. (Equity Funded)	CW, RW, TB, DG, JK, JA, CS, JGK.	Term 1-4	12 months: Increased joint attention of at least 3 students involved in Sensory Therapeutic Group for increased engagement in learning tasks.	● ● ●	90% students in the Sensory Therapeutic Program will have progressed in the percentage of skills acquired in communication via the Communication Matrix from February to November.	19166-T 8135-ES 10747-OT 10,000 (resource)	
				12 months: Increased joint attention of at least 3 students involved in Sensory Therapeutic Group for increased engagement in learning tasks.	● ● ●	90% students in the Sensory Therapeutic Program will have progressed in the percentage of skills acquired in communication via the Communication Matrix from February to November.		
Implement a Fluid Student Engagement Class	Implement a student engagement class to meet wellbeing and learning needs of traumatised, behaviourally challenged students, including a 'constant' group and a fluid group. (Equity Funded) Ensure consistent wellbeing support and debriefing opportunities for staff and students.	Wellbeing Team JW, MS, AB.	Term 1-4	6 months: At least 2 'fluid' students join the Student Engagement Class and re-integrate into their classroom	● ● ●		\$95,382-T	
				12 months: At least 5 students whose behaviour peaks join the Student Engagement Class and are successfully re-integrated into their own classroom. At least two of the 'constant' students will join at least one session of 'mainstream' special, weekly by the end of Semester 2.	● ● ●	Achievement of SMART goal in Interpersonal to a 4 for the 'constant' students. Fluid students who are referred to the student engagement group to have a decrease in SWISS entries before full time re-engagement to their class.		
Complete Bastow Leading Pedagogy	A vertical team complete the BASTOW course including Principal, Leading Teacher and two class teachers.	JGK, JW, CW, KF, DA.	Term 1-2	6 months: A vertical team forms and determines school based project	● ● ●	To be determined, depending on Project area. (Possibly Moderation of Assessment)	TBC	
				12 months:	● ● ●			
Peer Observation Framework	Build an explicit Peer Observation framework that includes video self observation and sharing to give	Janine, Jesse,	Term 2- 4.	6 months: Each term teachers have observed self or peer teaching Literacy and Numeracy using VRS Instructional	● ● ●			



	and receive feedback. Incorporate Bastow Principal Internship program (Kimberley Tempest) to co-lead this KIS.	Kylie Jan, Ang. Kimberley		Model. 12 months: Framework for Peer Observations developed	● ● ●	Progress in Maths and English Assessment. Every teacher conducts a Peer Observation, every term. Every ESS conducts a peer observation, every Semester.		
Shielding/ Buffering	Embed shielding and buffering practices to ensure uninterrupted teaching and learning time.	Jesse, Kylie, Donna	Term 1-4	6 months: 12 months: Awareness of the importance and implementation of 'shielding and buffering.' Team remains active, meeting each term.	● ● ● ● ● ●	To increase the percent endorsement of shielding and buffering in the Staff Opinion Survey from 38% to 45%.		
Attendance	Monitor and reward and improve attendance on a regular basis. Implement DET policy, complete daily follow up of unexplained absences and focus for improvement on students with high risk absence. Plan for attendance focus at weekly leadership meetings. Use KESO support to follow up risky absences, where appropriate.	JGK, AB, KF.	Term 1-4	6 months: Unapproved absences followed up daily am. 12 months: To achieve improved results for high risk students (SR, RB, NMCG.)	● ● ● ● ● ●	To decrease Foundation- Year 10 average absence from 17 days (2016). To decrease Yr. 11 & Yr. 12 absence from 20 days (2016).		
Revise and Revisit of the Four Block Literacy Model.	Introduce the Four Block Literacy Model to new staff and revise and revisit processes to all staff to ensure consistency.	DA JW JGK	Term 1 & 3.	6 months: Introduce the Four Block Model to new staff and revise and revisit for all staff. 12 months: Staff weekly planning reflects Four Block implementation.	● ● ● ● ● ●	All classrooms complete the Four Block Literacy Model at least 4 days weekly. To increase to 90% the number of students achieving a score of 3, 4 or 5 for their SMART goals in English.		

Review of Positive Behaviour Support (PBS) processes.	Ensure implementation of whole school teaching of Universals as per explicit teaching of the school Matrix to ensure consistency. Professional learning termly.	AB PBS	Term 1 - 4	6 months: Timetabled teaching of the Universals. 12 months:	● ● ● ● ● ●	EY and MY have a consistent reward system EY have organised yard sessions. Decrease in SWISS behavioural entries from 2016 – 2017.		
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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 can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and outcomes]
	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 students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Next Steps:

