

# 2018 Annual Implementation Plan

## for improving student outcomes

Verney Road School (5153)



Submitted for review by Janet Gill Kirkman (School Principal) on 19 December, 2017 at 01:03 PM  
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 19 January, 2018 at 12:07 PM  
Endorsed by Joanne Sizeland (School Council President) on 20 February, 2018 at 09:17 PM

# Self-evaluation Summary - 2018

Verney Road School (5153)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding moving towards Excelling
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	<p>Building practice excellence has been our focus at VRS. This has been through coaching in Mathematics, developing a whole school approach to the teaching of literacy and consistent practise in classroom observations with strength based verbal and written feedback. Every teacher is observed every term and given feedback. Video observation of practice is conducted termly in a 'buddy format'. A framework for giving and receiving feedback has been developed.</p> <p>Leadership is definitely shared. Three Leading Teachers lead three units, each has a teaching, team teaching and modelling teaching role. Their team's must view their leaders as 'quality teachers' first and foremost.</p> <p>This year the Principal a Leading Teacher and two teacher leaders participated in Bastow Leading Pedagogy. This research based professional learning increased the individual Instructional leadership capacities of each team member in Maths and Literacy. (using Maths and Literacy data and IEP goals to drive planning and teaching)</p> <p>Professional leadership is modelled at VRS with weekly Professional Learning, lead by Principal, Leading Teachers or Teacher Leaders, round the key priorities of the AIP. All 75 staff are expected to attend and the focus of learning is about our 'work'. Continued focus for the Leading Teachers is maintaining the Instructional leadership role and not getting sidelined by the challenging behaviours of Tier 3 students.</p>
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	<p>The school values the high expectations that every child can and will learn. The 3 year priority of Alternative and Augmentative Communication tools to enhance learning and communication is evidence of this. We continue to work hard with learning and implementation of AAC to ensure every learner can participate in the learning process.</p> <p>As our population grows so too, do our Tier 3 students. This is the cohort of traumatised, behaviour challenging, high risk students. These students place pressure on the positive learning climate for learning.</p>
<b>Considerations for 2019</b>	<p>A successful application for PLC through DET. This will have focus of building practice excellence through a vertical team in the teaching of Autism and Positive Behaviour Support.</p> <p>Sustainability of Maths and Science teaching through the employment of a Learning Specialist, to ensure the planning is Vic Curriculum based, uses the VRS Learning Sequence, Instructional Model and that assessment is used to drive planning and teaching.</p> <p>Revise and revisit of the Four Block Literacy Model for all staff and ensuring key, timely training for new staff.</p> <p>An important piece of work will be the training of staff to use IEP goals to again plan for teaching and to move the IEP to a 'teaching tool from a compliance tool.'</p> <p>The third year of our AAC priority will look to enhance the mobility of the communication tools for every learner, so they have availability at whatever communication environment they may be in.</p> <p>The introduction of sexuality teaching and learning, to enhance 'So Safe', through the Family Planning On-Line Teaching Tool.</p>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Verney Road School (5153)

Four Year Strategic Goals	Four Year Strategic Targets
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<p>Achievement : To improve all learners communication, literacy and numeracy skills.</p>	<p>To increase in 2015 and annually each team leader's classroom presence, through modelling, team teaching or classroom observations at least twice weekly.</p> <p>To increase to 90% the number of students achieving a score of 4 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>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.</p>	<p>To decrease Year 11 average absence from 35 days (2013) to 17 days (2018).</p> <p>To decrease Year 12 average absence from 28 days (2013) to 18 days (2018).</p> <p>To decrease Foundation-Year 10 average absence from 15 (2015) to 12 days (2018).</p> <p>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.</p> <p>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.</p>

<p>To improve the students' ability to regulate their attention and emotional state.</p>	<p>To improve the Student Distress variable from 4.62 to 5.95 for Years 5-6 students over the period of the Strategic Plan.</p> <p>To improve the Student Safety variable from 3.47 to 4.30 for Years 7-12 students over the period of the Strategic Plan.</p> <p>To decrease the Student Challenging Behaviour incidents reported on Edu-Safe from 33% to 20% over 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>

<b>Improvement Initiatives Rationale</b>
<p>We are entering the final phase of our Strategic Plan and the third year of our key priority of use of AAC to enhance learning and communication. Whilst our data shows progress in Communication skills by a large cohort of students now accessing the Pragmatics checklist ( a higher order assessment), it also shows regression for a cohort of students, which can be atypical of students with Intellectual disability with working memory deficits. on-going work for a whole staff approach in this area is vital.</p> <p>Sustainability of our whole school approach to Literacy through the Four Block model is also important. In 2018, our focus on the Four Blocks will be working with words - assessment for learning. Using moderated Writing samples to plan for teaching and learning and the sustaniability of the Lieracy leading pedagogy projects, again, using assessment to guide planning and teaching.</p> <p>For the last two years of our Strategic Plan we have implemented the STEM Mathematics and Science. Sustainability of all the actions that have occurred is vital, as well as implementing the second year of the Leading Pedagogy Maths project of building instructional leadership. Maths data showed both a large progress cohort and a regression cohort. So the ongoing whole school approach to teaching, plus assessment is also important for the sustainability of the gains in practice we have made.</p> <p>Our teacher leader responsible for the IEP process gained data in 2017 that IEP's were done for compliance more than using them for a teaching tool. Whole school PL to increase the collective efficacy of the use of IEP's is planned for 2018.</p>

<b>Goal 1</b>	Achievement : To improve all learners communication, literacy and numeracy skills.
<b>12 month target 1.1</b>	<p>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.</p> <p>The cohort data for Working Towards Maths Online Assessment in Counting and Place Value will increase in excess of 8% from December to December, in 2017 / 18.</p> <p>The cohort data for Maths Online Assessment in Counting and Place Value will increase to 15% or more from December to December, 2017 / 2018</p> <p>To increase to 90% of the students letter identification results from June to December UAELB assessment</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	<p>To increase student mobility &amp; access of Alternative Augmentative Communication (AAC) tools wherever the learner is in school or community.</p> <p>Build the capacity of new staff to use AAC to support student learning and communication.</p> <p>Build staff capacity in Communication SMART goal setting in IEP's.</p>
KIS 2	<p>Build capacity of all teachers to use assessment to plan for teaching of Writing/ Working with Words goals to improve learning outcomes.</p> <p>Use effective teaching and learning skills driven by moderated Writing data.</p> <p>Use Working with Words data to plan for next steps of teaching .(Leading Pedagogy)</p>
KIS 3	<p>Sustain the Mathematics and Science teaching and learning, including use of the instructional model, planning formats, assessment and manipulatives to continually improve learning outcomes. To build on Leading Pedagogy 2017 project in Maths to continually improve instructional leadership capacity.</p>



<b>Goal 2</b>	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.
<b>12 month target 2.1</b>	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 15 (2015) to 10 days (2018).
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	To improve collective efficacy of the implementation of Individual Education Plans (IEP's) to move from compliance to using IEP's to plan for teaching and learning.

<b>Goal 3</b>	To improve the students' ability to regulate their attention and emotional state.
<b>12 month target 3.1</b>	Decrease in SWISS reports from 1400 majors in in 2017 to 1200 majors in 2018.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Develop staff capacity to use a strengths based approach, using positive behaviour support strategies for Tier 1, 2 and 3 students to ensure high levels of positive engagement at school. Build staff capacity in the teaching of students on the Autism Spectrum. Implement HITS. for best practice.
KIS 2	To enhance 'So Safe!' to implement Relationships and Sexuality Education from the Family Planning Education portal for all students in Middle Years to Senior Years (10 - 18 years).

## Define Evidence of Impact and Activities and Milestones - 2018

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<b>Goal 1</b>	Achievement : To improve all learners communication, literacy and numeracy skills.
<b>12 month target 1.1</b>	<p>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.</p> <p>The cohort data for Working Towards Maths Online Assessment in Counting and Place Value will increase in excess of 8% from December to December, in 2017 / 18.</p> <p>The cohort data for Maths Online Assessment in Counting and Place Value will increase to 15% or more from December to December, 2017 / 2018</p> <p>To increase to 90% of the students letter identification results from June to December UAELB assessment</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	<p>To increase student mobility &amp; access of Alternative Augmentative Communication (AAC) tools wherever the learner is in school or community.</p> <p>Build the capacity of new staff to use AAC to support student learning and communication.</p> <p>Build staff capacity in Communication SMART goal setting in IEP's.</p>
<b>Actions</b>	<p>Termly professional learning of whole staff by Consultant, Haylee Parfett.</p> <p>Follow up support PD by teacher leader, Merryn Saraiva.</p> <p>Provision of physical access for individual student's communication tools ( eg PODD)</p> <p>Creation of benchmarked SMART goals in Individual Education Plans. that are used to drive planning and teaching.</p> <p>Training and mentoring for new staff to VRS in the use of AAC.</p> <p>Ongoing summative and qualitative assessment of and for learning.</p> <p>Classroom and parent consults by Haylee Parfett.</p> <p>Classroom and video observation feedback about teacher use of AAC.</p>
<b>Evidence of impact</b>	<p>Teachers will attend Professional Learning every term and continually increase AAC use and assessment skills.</p> <p>Teachers will benchmark SMART goals and use them to drive planning and teaching.</p> <p>Teachers will complete ongoing summative and qualitative assessment to drive planning and teaching.</p> <p>Teachers build teaching capacity and consistency with regular strength and improvement based feedback through classroom and video observation.</p> <p>New staff trained and mentored for ongoing learning support in their use of AAC.</p>

	<p>Students will have access to AAC tools wherever they are in the school or the community. Students will use AAC tools in their home environments.</p> <p>Leaders will build accountability at VRS that the use of AAC is non-negotiable. Leaders will build sustainability around the use of AAC at VRS. Leaders will ensure plans and data are maintained on the school server.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Whole School Professional learning led termly by Speech Consultant and Teacher Leader to advance learning of AAC.	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint 0.5 Speech Consultant to staff and train in the use of AAC to enhance student communication and 'voice,'	Principal	<input type="checkbox"/> No	from: Term 1 to:	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explicit teaching across the curriculum that is supported by AAC tools to enhance communication and learning and regular assessment on the Communication matrix and pragmatics checklist to enhance SMART goal development.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3.50 <input type="checkbox"/> Equity funding will be used

Goal 1	Achievement : To improve all learners communication, literacy and numeracy skills.
12 month target 1.1	<p>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.</p> <p>The cohort data for Working Towards Maths Online Assessment in Counting and Place Value will increase in excess of 8% from December to December, in 2017 / 18.</p> <p>The cohort data for Maths Online Assessment in Counting and Place Value will increase to 15% or more from December to</p>

	December, 2017 / 2018			
	To increase to 90% of the students letter identification results from June to December UAELB assessment			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Build capacity of all teachers to use assessment to plan for teaching of Writing/ Working with Words goals to improve learning outcomes. Use effective teaching and learning skills driven by moderated Writing data. Use Working with Words data to plan for next steps of teaching .(Leading Pedagogy)			
Actions	Up skill with professional learning all staff to understand and implement the developmental stages of writing. Use diagnostic Writing assessment tools to plan for the next steps in planning and teaching. Every class will set up a Word Wall as per Four Blocks Literacy model. Implement Systematic Sequential Phonics lessons in Early and Middle Years where appropriate. Moderate three documented pieces of writing as per Vic Curriculum stages. Complete the adaptation of the Moderation Writing Tool, to match the needs of complex learners. Sustain the Leading Pedagogy Assessment projects from 2017 - 18 using the case based learning model.			
Evidence of impact	Leaders will conduct Professional Learning in elements of Literacy as per actions. Leaders (literacy leader and learning specialist and leading teachers) will support staff to build capacity in Literacy teaching. Leaders will complete the adaptation of the Moderated Writing Tool to match A-F of the Vic. Curriculum. Leaders will participate in the Coaching program of Leading Pedagogy with a Melbourne Uni coach.  Teachers will develop a SMART Writing goal for every learner in their IEP's Teachers will plan for the implementation of the developmental stages of Writing. Teachers will assess for teaching and reporting. Teachers will set up a working Word Wall. Teachers will implement Systematic Sequential Phonics, where appropriate.  Students will show progress from December to December. Students at VIC. Curriculum, Level 1 and 2, will learn to reflect on their own Writing.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Conduct Professional Learning as timetabled into termly PL plan in Literacy.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Evidence of three documented pieces of Writing for each Semester.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Working Word walls evident in every classroom.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Achievement : To improve all learners communication, literacy and numeracy skills.
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<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 3</b>	Sustain the Mathematics and Science teaching and learning, including use of the instructional model, planning formats, assessment and manipulatives to continually improve learning outcomes. To build on Leading Pedagogy 2017 project in Maths to continually improve instructional leadership capacity.

Actions	<p>All teachers will use the 2017 handover class profile to commence planning for the year.  Development of student SMART goals in the IEP, using class profile and anecdotal evidence to inform planning and teaching.  Use the Mathematics Learning Sequence, the Instructional Model and the Victorian Curriculum for weekly planning.  Use Working Towards or Maths On-Line tool to assess learning progress each Semester and update class profile.  Trial, using consistent language to introduce topics to students using the Booker text as a resource.  Demonstration of high impact teaching strategies and observation with feedback by Learning Specialist.  All relevant teachers will implement the Primary Connections topic as per the long term planner in term 3 &amp; 4.  The principal will form a volunteer Maths Focus group to use multiple forms of data, give feedback about teaching and to analyse student growth.</p>			
Evidence of impact	<p>Teachers' will use data to drive the planning process to match student point of need.  Teachers will show SMART goals evident in planning and 90% of students receive a 4 rating of achieving the goal.  Teachers will use planning to show evidence of the Learning Sequence, Instructional model framework and Vic Curriculum links.  Teachers will update class profiles with assessment results each Semester.  Trial group uses consistent Maths language to teach concepts.</p> <p>99% of students will show growth in at least one area of Mathematics as evident in assessment data.  Students will use manipulatives to enhance their learning about Maths in everyday life</p> <p>Learning Specialist will model and coach to use of high impact teaching strategies and supports staff to sustain high level Maths teaching practice.  Principal works as instructional leader with Maths focus group to use multiple forms of data for teachers to know their impact on student learning.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Maths focus groups created and actioned for common Maths language and gathering data ( video / CBL/ Affect Size) to drive teaching.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$6.00 <input type="checkbox"/> Equity funding will be used
Weekly planning identifies that data and instructional model are being implemented.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Learning Specialist models, team teaches and co - plans with staff ( Including new) to ensure sustainability of whole school approach to Maths teaching and learning.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	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.			
<b>12 month target 2.1</b>	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 15 (2015) to 10 days (2018).			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>	To improve collective efficacy of the implementation of Individual Education Plans (IEP's) to move from compliance to using IEP's to plan for teaching and learning.			
Actions	Clarify the curriculum areas from which goals will be generated. Generating SMART goals from the Victorian Curriculum, based on class profiles and assessment outcomes. Ensure SMART goals are evident in weekly planning through professional learning and collaborative planning. Where appropriate informing students of IEP goals and active participation of students in the measurement of their goals. Sustainability of the Leading Pedagogy 2017 project with termly coaching.			
Evidence of impact	Leadership will clarify required curriculum areas for SMART goal setting. Teachers will write IEP goals referencing the Vic Curriculum. Teachers will include IEP goals in weekly programs. Students, where appropriate, will be active participants in the generation and measurement of goals to allow for self -reporting on progress. The teacher leader will increase collective efficacy from compliance to using IEP's to plan for teaching and learning.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Facilitate professional learning for whole staff in writing SMART goals to inform teaching and learning.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 3</b>	To improve the students' ability to regulate their attention and emotional state.
<b>12 month target 3.1</b>	Decrease in SWISS reports from 1400 majors in in 2017 to 1200 majors in 2018.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Develop staff capacity to use a strengths based approach, using positive behaviour support strategies for Tier 1, 2 and 3 students to ensure high levels of positive engagement at school. Build staff capacity in the teaching of students on the Autism Spectrum. Implement HITS. for best practice.
Actions	Semester reviews of the fidelity of the PBS framework. Devise and teach lesson plans of the matrix of expectations. ( Web link to the matrix with video links of models of expected behaviour) Teachers timetables to reflect PBS teaching time weekly. Weekly plans to reflect PBS behaviour that is being taught. Termly professional learning of PBS or strategies to teach students with Autism. Create a team to participate in the DET. PLC. initiative with the inquiry focus on the teaching of PBS and Autism. ( PLC Instructional Leaders team) Create a learning sequence for the Tier 1 matrix of expectations Continue the professional learning of the High Impact Teaching Strategies
Evidence of impact	Teachers will show evidence of PBS language being used and lesson plans being taught as per classroom observations Teachers will plan to teach a matrix behaviour as evident from weekly planners Teachers will implement the learning sequence for the matrix of expectations. Teachers will use the High Impact Teaching Strategies and students will progress in their learning. Leaders will implement termly professional learning in either PBS or the teaching of students on the Autism spectrum. Leaders and teachers in the PLC initiative will complete all inquiry requirements, professional learning and build their instructional leadership capacity. Leaders will plan for the process of creating lesson plans ( with a common framework) to match the teaching of the matrix. Leaders in the PBS team will ensure fidelity outcomes progress from ..... to .....



Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate the implementation of the PLC initiative to build instructional leadership capacities and ensure high impact teaching strategies are implemented	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$5.00 <input type="checkbox"/> Equity funding will be used
Regular whole school Professional Learning in the teaching of students with Autism or PBS strategies to ensure consistency of practice and language	PLC Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve the students' ability to regulate their attention and emotional state.
<b>12 month target 3.1</b>	Decrease in SWISS reports from 1400 majors in in 2017 to 1200 majors in 2018.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 2</b>	To enhance 'So Safe!' to implement Relationships and Sexuality Education from the Family Planning Education portal for all students in Middle Years to Senior Years (10 - 18 years).
Actions	<p>Reconvene a So Safe! working team with representatives from each Unit.</p> <p>Conduct Professional Learning to inform staff of web based Relationships and Sexuality Curriculum for young people with disability.</p> <p>Prepare Learning Sequence of concepts to be taught from Middle Years through to Senior Years.</p> <p>Inform School Council of Family Planning Curriculum.</p> <p>Inform families of Family Planning Curriculum.</p> <p>Ensure regular communications via Flexi buzz and Communication Books of concepts being taught.</p>
Evidence of impact	<p>Teachers will co-plan for So Safe! and Sexuality Education with 'planning buddy.'</p> <p>Teachers will use AAC to scaffold learning and communication.</p> <p>Teachers will teach So Safe and Relationships concepts as per created Learning Sequence.</p> <p>Teachers will inform families / carers of concept being taught.</p> <p>Students will be taught a So Safe and Sexuality curriculum that matches their needs and abilities.</p>

	<p>Leaders will reform a So Safe! working team.  Leaders will, with the working team create a learning sequence of concepts to be taught.  Leaders will conduct PL to inform staff.  Leaders will conduct a morning tea to inform families of the web based curriculum.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reform a So Safe! working team and prepare a learning sequence of concepts to be taught.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$4.00 <input type="checkbox"/> Equity funding will be used
Conduct whole school professional learning to inform staff of Family Planning curriculum and chosen learning sequence.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Inform families of the web based Family Planning curriculum and ensure regular updates are communicated to home, when new concepts are introduced to students.	School Improvement Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Verney Road School (5153)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Professional learning led termly by Speech Consultant and Teacher Leader to advance learning of AAC.	Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Haylee Parfett Speech Consultant, AAC Specialist	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Individualised Reflection			
Explicit teaching across the curriculum that is supported by AAC tools to enhance communication and learning and regular assessment on the Communication matrix and pragmatics checklist to enhance SMART goal development.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Conduct Professional Learning as timetabled into termly PL plan in Literacy.	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Maths focus groups created and actioned for common Maths language and gathering data ( video / CBL/ Affect Size) to drive teaching.	Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Weekly planning identifies that data and instructional model are being implemented.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Learning Specialist models, team teaches and co - plans with staff ( Including new) to ensure sustainability of whole school approach to Maths teaching and learning.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Facilitate professional learning for whole staff in writing SMART goals to inform teaching and learning.	PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Facilitate the implementation of the PLC initiative to build instructional leadership capacities and ensure high impact teaching strategies are implemented	PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Conduct whole school professional learning to inform staff of Family Planning curriculum and chosen learning sequence.	School Improvement Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

2018 Annual Implementation Plan

[Anchor, Read Apply, Reflect Model- Visual .docx \(0.05 MB\)](#)

[COMMUNICATION data feedback.docx \(0.01 MB\)](#)

[MATHS data end 2017.docx \(0.01 MB\)](#)

[The Vision for Teaching at Verney Road School.doc \(0.1 MB\)](#)

[VRS Maths Instructional Model.pdf \(0.91 MB\)](#)

[VRS Teaching Model.jpg \(1.98 MB\)](#)