

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Verney Road School (5153)



Submitted for review by Janet Gill Kirkman (School Principal) on 18 December, 2018 at 06:06 AM
Endorsed by Marian Lawless (Senior Education Improvement Leader) on 18 December, 2018 at 09:52 AM
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes in literacy and numeracy.
12 Month Target 1.1	1.1 By the end of 2019 the percentage of students achieving (4 or 5) in their English goal will increase from 60% to 65%.
12 Month Target 1.2	1.2 By the end of 2019, the percentage of students achieving (4 or 5) in their IEP Mathematics goal will increase from 65% to 68%.
12 Month Target 1.3	1.3 By the end of 2019, the percentage of Year 10 VCAL students achieving literacy skill units at will increase from 75% to 77%. 1.4 By the end of 2019, the percentage of Year 11 VCAL students achieving literacy skill units will be maintained or greater than at 86.53 %.
12 Month Target 1.4	1.5 By 2019, the percentage of VCAL students achieving numeracy skill units at Year 10 will increase from 85.71% to 87%. 1.6 By 2019, the percentage of VCAL students achieving numeracy skill units at Year 11 will increase from 88.46 % to 90%.
KIS 1 Instructional and shared leadership	Build collaborative teams within a restructured whole school organisational framework
Actions	<ul style="list-style-type: none"> • Review current meeting framework across whole school. • Provide Professional Learning around the PLC Inquiry framework for all staff • Implement the Professional Learning Communities (PLC), inquiry based approach, into our Unit meeting structures. • Review leadership framework and establish a School Improvement Team (SIT) that uses formative and summative data to make decisions and actions for improvement. • Create a whole school Meeting and Professional Learning Plan that will create collaborative learning teams. • Re-establish meeting protocols for all meetings held across the school. • Establish Literacy champions across the school to model best practice. • Create planning buddies across the school, allowing provisions for collaboration, including support from Leaders (including Teacher Leader team)

Outcomes	Use of the PLC Inquiry process to enhance meeting outcomes and maximise all meeting times. The increased use of summative and formative data during meetings. An improved School Improvement Team format to maximise use of outcome data and to plan for professional learning, coaching, next steps.			
Success Indicators	<p>Reviewed and re-structured meeting framework. Implementation of PLC structures into Unit meeting format. Reframed School Improvement Team who use summative and classroom observation data to plan professional learning and to support coaching decisions. Reframed meeting protocols and outputs for VRS. Literacy champion in each unit who can articulate and implement best practice Literacy Teaching of the Four Block Model and share knowledge and practice with colleagues.</p> <p>Teachers will: Plan collaboratively on a weekly basis. Set challenging goals and actions in their PDP engaging in a PLC Inquiry.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Access prior knowledge and understand their dispositions towards learning • Self-assess and give feedback to the teacher about their learning. • Complete the ATTS from Years 5 -12. <p>Leaders will:</p> <ul style="list-style-type: none"> • Complete a review and a new plan of school meeting framework and protocols. • Ensure PLC Inquiry focus feeds from AIP and SSP. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and re-frame of Leadership Structure, SIT and meeting protocols.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Learning around the PLC Inquiry framework for all staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Implement the Professional Learning Communities (PLC), inquiry based approach, into our Unit meeting structures.	<input checked="" type="checkbox"/> PLC Leaders		to: Term 3	<input type="checkbox"/> Equity funding will be used
Establish Literacy champions across the school to model best practice. Create planning buddies across the school, allowing provisions for collaboration, including support from Leaders (including Teacher Leader team)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Strengthen teacher knowledge of Victorian Curriculum and VCAL			
Actions	<ul style="list-style-type: none"> • To develop a Genre specific writing sequence to be used across the school. • Upskill and deepen the understanding of all staff to implement the teaching of genre writing, pragmatic communication and AAC vocab appropriate to their student cohort, with professional learning • Introduce AAC Vocabulary and checklists to staff through Professional Learning. • Use the Verney Road Writing Moderation Tool (VRWMT), the Pragmatic Assessments and AAC vocab checklists to diagnostically assess development, plan for the next steps in teaching and learning and reporting student achievement. • Introduce Writing Mentor Texts to support staff and student understanding of what “good writing looks likes” (Misty Adoniou 2017). • Increase referencing of Victorian Curriculum Content descriptors/VCAL (Foundation) Outcomes in planning documents to show differentiation of student learning. • Increase utilisation of PASS Goal Bank progression points to inform planning (learning intentions), teaching and learning activities. • Develop Focus Groups aimed at increasing knowledge of specific area of curriculum and analysing their own teaching performance through a case-based learning model. 			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> • Participate in whole school Professional Learning (jigsaw model) on Genres and their forms in Term 1 • Implement the sequence of Genre Writing and document this in their weekly planning • Utilise VRWMT to assess writing samples pre and post for each genre learning sequence. • Explicitly teach communication, evident in weekly planning. • Utilise Pragmatic assessments and AAC checklists to assess communication • Incorporate Writing Mentor Texts into classroom practices and document in weekly planning 			

	<ul style="list-style-type: none"> Utilise and reference Curriculum Content descriptors in planning documents to show differentiation of student learning. Utilise PASS Goal Bank progression points to inform planning (learning intentions), teaching and learning activities. Participate in Focus Groups for a term aimed at increasing knowledge of specific area of curriculum and analysing their own teaching performance through a case-based learning model. <p>Students will:</p> <ul style="list-style-type: none"> Experience and attempt the writing of various genres and where appropriate, articulate the elements of each genre. Demonstrate learning growth along PASS Goal Bank progression points and self-report on grades. Have received ongoing explicit teaching and assessment in relation to communication <p>Staff will:</p> <ul style="list-style-type: none"> Experience and attempt the writing of various genres and where appropriate, articulate the elements of each genre. Demonstrate learning growth along PASS Goal Bank progression points and self-report on grades. Have received ongoing explicit teaching and assessment in relation to communication <p>Leaders will:</p> <ul style="list-style-type: none"> Literacy Teacher Leader will attend Professional Learning to upskill knowledge of how to teach genre writing. Establish Literacy writ 			
Success Indicators	<p>A developed and implemented Writing Learning Sequence to support planning and teaching. Increased knowledge and skills of AAC vocabulary. Using data from the VRWMT, Pragmatic Assessments to plan for the next steps in teaching and learning and reporting student achievement.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development and implementation of genre specific Writing sequence.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Upskill and deepen the understanding of all staff to implement the teaching of genre writing, pragmatic communication and AAC vocab appropriate to their student cohort, with professional learning. The employment of Haylee Parfett to continually work on upskilling and embedding AAC across the school and beyond.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Conduct PL as timetabled in termly PL plan in Literacy and Communication – genre specific and mentor texts, AAC vocab and assessment.	<input checked="" type="checkbox"/> School Improvement Team			
Conduct PL as timetabled in termly PLC Focus Groups for PASS Goal Banks re goal setting and planning for achievement.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
If possible release Literacy Leader one day weekly for coaching and mentoring and leadership of Literacy.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Build teacher knowledge and skills to analyse data to inform goal setting, planning and instructional practice.			
Actions	<ul style="list-style-type: none"> • Increase, through training and moderation, the accuracy of data collection and recording. • Develop a set of formative assessment collection proformas to record data. • Introduce consistent formative and summative data collection to inform teaching regularly across each term. • Develop Focus Groups aimed at increasing knowledge of data collection and recording and implementation of data results into their own teaching and learning plans to impact student outcomes 			
Outcomes	<p>Staff will:</p> <p>Utilise results of assessments/collected data to develop IEP goals.</p> <ul style="list-style-type: none"> • Set goals with their planning buddy and ESS • Utilise formative assessment collection proformas to record data • Participate in Focus Groups aimed at increasing knowledge of data collection and recording and implementation of data results into their own teaching and learning plans to impact student outcomes <p>Students will:</p> <ul style="list-style-type: none"> • Know their current entry point of learning, their IEP goals and self-report on their progress (where appropriate) <p>Leaders will:</p> <ul style="list-style-type: none"> • Meet with individual teachers to provide mentoring and feedback for planning and teaching practices and monitor IEP goal 			

	setting. <ul style="list-style-type: none"> • Develop a set of formative assessment collection proformas to record data • Create a bank of goals with completed measurement targets, related strengths and barriers. • Monitor and provide mentoring and feedback to teachers about the referencing and use of data in their weekly planning ESS will: <ul style="list-style-type: none"> • Be present at SSG meetings and takes meeting minutes where appropriate • Be aware of students' goals and communicate these to students. • Inform teacher of formative and summative assessments observed and completed. 			
Success Indicators	Classroom data profile used to plan for teaching and learning. Student goal setting based on data. Classroom Observation data used by SIT team for improvement planning. Goals and data referenced in weekly teaching.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Focus Groups aimed at increasing knowledge of data collection and recording and implementation of data results into their own teaching and learning plans to impact student outcomes. (Budget for 0.2 release of Learning Specialist)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Introduce consistent formative and summative data collection to inform teaching regularly across each term.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Strengthen student engagement in learning.			
12 Month Target 2.1	By the end of 2019, improve the Student Attitudes to School Survey factors of: <ul style="list-style-type: none"> o Student voice and agency from 80% to 82% or greater. o School connectedness from 77% to 79% or greater. 			

	<ul style="list-style-type: none"> o Motivation and interest from 92% to 93% or greater. o Regulation and goal setting from 86% to 88% or greater.
12 Month Target 2.2	<p>By the end of 2019, maintain the Parent Opinion Survey percentage endorsement for the factors of:</p> <ul style="list-style-type: none"> •effective teaching at 96% •high expectations for success at 98% •stimulating learning environment at 98% •student motivation and support at 96%.
KIS 1 Empowering students and building school pride	Ensure students have an authentic role in their learning through student voice, agency and leadership.
Actions	<ul style="list-style-type: none"> • Establish a process for student voice by increasing choice around student interests and strengths. • Establish consistent practices for students to give feedback about their learning and the teaching. • Expand structured student leadership roles for students to provide them with the opportunities to develop a range of skills, including communication and decision making. • Haylee Parfett providing Professional Learning and consultation • Allow provisions for School Captains to attend to and contribute to the School Council, with voting rights. • Continue to provide AAC tools to allow all students to have individual and whole school voice and agency • Establish student self- evaluation as part of the reporting process • Establish AAC communication champions across the school to model good practice and broaden accessibility opportunities for all students. • Establish Student Voice Teams in Early Years and Middle Years to report to student council twice per term.
Outcomes	<p>Staff will:</p> <p>Integrate students' particular interests into curriculum planning, where appropriate.</p> <ul style="list-style-type: none"> • Provide feedback tools • Provide evidence of student feedback in their planning. • Support the development of Student Voice Teams with membership from across the school • Provide appropriate AAC tools to students as evident in planning and observations. • Use a consistent practice of using a bank of photos of students learning and scaffold student comment for report. • Explicitly teach leadership skills as evident in planning • AAC champions (staff and students) model and support access of tools beyond the classroom.

	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to communicate their key interests to staff. • Provide feedback to staff • Participate in classroom discussions, have opportunity to participate in the Student Voice Team. • Unpack Attitudes to School survey with support, as part the student leadership team. • Select photos and comment <p>Leaders will:</p> <ul style="list-style-type: none"> • Monitor planning to include student voice on learning and student feedback. • Formalise protocol for student council including voting, when councils meets, agenda • Ensure staff are using student choice for photo/comment in reporting format. • To embed access solutions to AAC tools 			
Success Indicators	<p>VCAL projects to incorporate student voice and agency, interests and strengths. Feedback formats available to learners (where appropriate). Student voice teams feedback to student leadership team. Student leadership team make authentic decisions and plans that are shared across school. Student leaders do School Council induction and are mentored through early meetings. AAC tools used universally to ensure every student has a voice. Growth progress in Pragmatic Profile.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish a process for student voice by increasing choice around student interests and strengths beginning with VCAL project base.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish consistent practices for students to give feedback about their learning and the teaching.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Expand structured student leadership roles for students to provide them with the opportunities to develop a range of skills, including communication and decision making. Establish Student Voice Teams in Early Years and Middle Years to report to student council twice per term.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Build student wellbeing.			
12 Month Target 3.1	3.1 By 2019, improve the Student Attitudes to School Survey factors of: <ul style="list-style-type: none"> o Sense of inclusion from 92% to 93% or greater. o Sense of belonging from 77% to 79% or greater. o Resilience from 86% to 88% or greater. 			
12 Month Target 3.2	3.2.1 By 2019, improve the Parent Opinion Survey percentage endorsement for the factors of: <ul style="list-style-type: none"> o Managing bullying from 85% to 87% or greater o Not experiencing bullying from 71% to 73% 			
12 Month Target 3.3	3.3 By 2019, improve the School Staff Survey factors of: <ul style="list-style-type: none"> • Build resilience and a supportive environment from 73% to 75% or greater. • School support for staff physical safety from 58% to 62% or greater. • Staff safety and wellbeing consultation and participation from 67% to 70% or greater. • Staff psychological safety from 58% to 62% or greater. 			
KIS 1 Health and wellbeing	Build a wellbeing framework to support students and staff.			
Actions	<ul style="list-style-type: none"> • Review wellbeing team format, considering existing PBS Team, Wellbeing Team and Staff Health and Wellbeing team • Wellbeing team to select appropriate self-care audit tool and trial with small groups of staff, to establish baseline data for 2020 • Wellbeing team to investigate other schools' existing Professional Care Framework documents. • PBS team and students to review PBS Matrix of Expectations- include statements about 'resilience'. • PBS team to establish expected Tier 1 approaches, resulting from TFI data 2018 and provide Professional Learning to staff to improve consistency. • Respond to student feedback in relation to their consultations with the Student Voice team 			

	<ul style="list-style-type: none"> Continue to engage in consultation with Behaviour Analyst, Dan Petro via Skype a minimum of twice in 2019. Appoint Teacher Leader for Behaviour Intervention to support PBS and Leadership teams and staff with tailored interventions Tier 2 and 3, along with wrap around focus students. Create PBS champions across each unit. <p>Review Critical Incident Framework including pre and post formats and actions.</p>			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> Contribute to review of PBS Matrix of Expectations Select staff will have participated in the trial of self-care audit tools Have attended Professional Learning from PBS team about Tier 1 interventions Contribute lesson plans for 2019 PBS Sequence of Learning Work with Behaviour Intervention Teacher Leader where possible. <p>Students will:</p> <ul style="list-style-type: none"> Students from across the school will have contributed language to the revised PBS Matrix of Expectations. Participate in PBS lessons as part of routine weekly program. Student Voice group to provide staff with feedback on the Matrix of Expectations and PBS Sequence of Learning <p>Leaders will:</p> <ul style="list-style-type: none"> Have reviewed and established Wellbeing team with defined roles and protocols. Semester Two: Establish Professional Care Framework document informed by Self-Care audit trial Have consulted with Behaviour Analyst Dan Petro twice minimally. Review critical incident pre and post framework. 			
Success Indicators	<p>Wrap around process collaboratively problem solves function of behaviour of Tier 3 students. SWIS data used to determine how, what, where, when of students exhibiting Tier 3 behaviours. Secondary consultations with Behaviour Analyst, Dan Petro.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Wellbeing team to select appropriate self-care audit tool and trial with small groups of staff, to establish baseline data for 2020</p> <p>Wellbeing team to investigate other schools' existing Professional Care Framework documents.</p> <p>Review Critical Incident Framework including pre and post formats and actions.</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>Teacher Leader for Behaviour Intervention to support PBS and Leadership teams and staff with tailored interventions Tier 2 and 3, along with wrap around focus students.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
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