

2016 Annual Implementation Plan: for Improving Student Outcomes

5142

Yarrabah School
2016

Based on Strategic Plan 2015 - 2018

Endorsements

<p>Endorsement by School Principal</p>	Signed..... Name..... Date.....	
	<p>Endorsement by School Council</p>	Signed..... Name..... Date.....
	<p>Endorsement by Senior Advisor</p>	Signed..... Name..... Date.....

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	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	

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Since the inception of the 2015 – 2018 strategic plan Yarrabah School has actively pursued an agenda towards improving student outcomes by developing whole school data recording mechanisms, a collegiate coaching program, therapy allocation, increased enrolments in both the school aged program and early education program, the introduction of a Framework for Social and Emotional Learning, improved student support policy, procedures and documentation and a Positive Behaviour Support Framework. The school has actively campaigned for facility improvements and continues to engage with region and local schools to evaluate the most optimal learning environments available.</p> <p>Following the analysis and discussion of classroom observations across each section of the school (Early Years, P-6, 7-10, Seniors) in 2015, assessment data collected in both ABLES and Yarrabah Assessment Schedules and the staff opinion data collected in 2015 (referencing Staff Efficacy 80.77 and Guaranteed and Viable Curriculum 78.27), the school has identified an urgency to implement an Explicit Instructional Practice and defining the roles and responsibilities of middle leadership.</p> <p>Evidence from observations and details within work programs identify variance within instruction and the strategies used to support skill development and teach new concepts. The 2015 SOS percentage for Guaranteed and Viable Curriculum identified a 5% reduction in the SSP goal of 83%+. Growing evidence suggests that extensive use of collaborative learning mechanisms related to curriculum and instruction promotes greater teacher commitment and student engagement in school practices (Cowan, 2006). The introduction of new PLC leaders and the allocation of therapists to PLC areas supported and mentored by an allocated Leading Teacher and PLC Coordinator, will further promote collegiality and collaboration. Schechter (2008) identified that collaborative learning mechanisms were positively related to both teachers' sense of collective efficacy and teachers' commitment to their school.</p> <p>A strategy for effective classroom curriculum delivery that emphasises step-by-step teaching of skills in each subject area – but especially in the core areas of English, Mathematics, and Social and Personal Capabilities is required. This year an awareness campaign for Explicit Instruction will be firmly supported through professional development, fixed PLC agenda items, APT allocations, timetabled Leadership APT and increased observation schedules.</p> <p>DuFour et al. (2005), and Roy and Hord (2006) identified the following core characteristics of a professional learning community: (a) collective learning, consisting of reflective dialogue focusing on instruction and student learning, where teachers reflect on instructional practices and examine tacit assumptions about teaching and learning; (b) deprivatization of practice, where teachers provide feedback through networks of professional interactions and share knowledge beyond their own classrooms (e.g., become mentors); (c) peer collaboration, where teachers collaborate on school projects that focus on professional reform and improvement initiatives. Yarrabah will focus on building strong PLC structures that are supported through Instructional Leadership to develop a school teaching and learning culture that is recognised as one of the most productive in the southern region of specialist schools.</p>

Key Improvement Strategies (KIS)

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

Initiative:	KIS
Building Practice Excellent	<ul style="list-style-type: none">• Review, edit and refine the Yarrabah Teaching and Learning (pedagogical) Framework that reflects whole school understandings and agreements for the 'Sequence of Teaching and Learning', the 'Imperatives for Student Engagement', the 'Pillars of Learning', and the 'Givens' for effective curriculum delivery.• Support awareness for the 'Roles and Responsibilities' of the teacher and student in explicit teaching and learning and modify examples used in mainstream settings to reflect the practice required in a special school.• Undertake action research and professional development within a PLC for classroom environment preparation and structures to support the sequence of instruction for groups of sensory students.
Professional Leadership	<ul style="list-style-type: none">• PLC coordinator and PLC mentors support the PLC leaders to build greater collegiality, leadership and analysis of student data.• The Leading Teachers will be coached by the Principal Team to support ongoing mentoring for PLC leaders.• Principal Class will lead Instructional Practice by undertaking regular observations, feedback and coaching sessions across each section of the school.• Therapists will be allocated leadership responsibilities within the therapy section and key workers will be selected within therapy disciplines.

ACHIEVEMENT					
Goals	By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF) to support explicit instructional practice	Targets	<ul style="list-style-type: none"> Towards Foundation A-D and Vic Curriculum 1 -3 outcomes will reflect a 92% achievement against ILP goals 94% of students maintain or improve relative assessment growth over strategic period The Parent Opinion Survey for Student Learning will be 6.5 75% of each students ILP is written based on assessment data and recommended goal from Accelerus 		
		12 month targets	<ul style="list-style-type: none"> Yarrabah Teaching and Learning (Pedagogical) Framework has been adjusted to support ongoing whole school implementation of Explicit Instruction Principal Class will have observed and provided feedback for 80% of PLC teaching members. 92% of students working between D – 3 have maintained or improved median growth rates within the ABLES English Assessments 92% of students working between C – 3 will have maintained or improved median growth across Yarrabah English Assessment. Parent opinion survey data for student learning will be 6.5 Each Teacher has observational evidence detailing the sequence of teaching and learning from 3 specific sessions across three subject areas. Each teacher has saved English units on the teaching and learning portal, specific to curriculum focus, with reference to English scope and sequence document (with 10 individual lesson plans). 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
The implementation of A-D and 1 – 3 curriculum support materials.	Teachers will document English units and the goals within each foci specific to Level.	Each classroom teacher will plan a 10 week unit of work within each section relating to the focus area. These will be reviewed by all section members prior to the beginning of the next term for purposes of information exchange, alignment to scope and sequence and goal development	Alison B, Andrea, Rone, Trevor, Nathalie, Brendan (PLC Leaders) All PLC Teachers	Each unit of work will be completed by the end of the term ready for the following term.	Yarrabah Staff Intranet identifies the units of work that have been undertaken across each section within focus areas of English. Units identify specific goals that are relevant to student level, means of differentiation, activities, and resources and means of assessment.
	ILP Goals are aligned to Scope and Sequence A-D F-3	Professional Development will be undertaken to prepare teachers on how to best use the scope and sequence to plan units of work.	Matthew, Lauri, Sophia (Prin Team)	Leadership will ensure that units of work are mapped by the end of the year, ready for the following year.	The Scope and sequence is used to organise and align written goals by the end of year in English and Mathematics. Teachers are able to identify where each child is working within the scope and sequence for particular focus areas.
	Section specific unit planning templates or content management system (CMS) will replace random study of themes.	PLCs will agree upon a template for unit planning that includes agreed criteria for student learning outcomes, differentiation (layered Curriculum) and teaching sequence. The school will invest in a Content Management system that assists teachers to plan for diverse groups, reference content and suggested sequence of learning.	Trevor Megan (ICT) Leanne (ICT)	By the end of term 4	Each section has a common unit planning system for planning curriculum delivery providing consistency across the entire school and saved on the school intranet for future retrieval.
A greater alignment between teacher assessment growth and ABLES growth	English and Mathematics benchmarking is collected using Accelerus	Moderation of ABLES is a permanent item during PLC agenda. At least 10 minutes is spent discussing ABLES interview questions each week in English to identify what students would be demonstrating.	PLC Members Anita A (English) Rone / Jacque (Maths)	By end of term 4	80% of individual students ABLES 'Current Level Description for student' in the Profile Report, matches Vic Curriculum assessed Level Descriptions in English and Mathematics.
	Teachers within PLC areas and Specialists areas refine the breadth of learning to key focus areas in the curriculum in English and Mathematics.	Explicit planning to occur with focus on developing whole school Phonological Awareness (consonant sounds, vowel sounds, initial consonant blends, diagraphs), Concepts of Print, Guided Reading, Working with Words, Writing, Speaking and Listening Mathematics (Number and Place Value) Internal PD by therapists and observation occurs throughout the year to ensure consistency in practice is maintained. Units are evaluated for success at end of term with amendments made prior to 2017.	Anita, Tien Megan and Leane Rone, Jacque Amy, Emily, Melinda, Lindsey, Sarah, Rhiannon, Ellyce Matthew, Sophia, Lauri LTs	By end of t3 T3 All year End of each term	By the end of the year teachers across the entire school will have an agreed step-by-step teaching sequence within English to develop Phonological Awareness. By the end of the year teachers will have an agreed step by step teaching sequence for the teaching of Number and Place value. Therapists will have observed every classroom and record recommended strategies for supporting student outcomes within English and Mathematics focus areas.

	The assessment schedule is used to collect pre and post data for students assessed as working between C – 3.	Staff member charged with collecting all teacher assessment on a hard copy. Matthew and Jennie review student data with recommendations for appropriate cluster groups, focus and ILP goals into T2 . Teachers to record assessment outcomes on Accelerus after tests. Therapists to document strategies using Accelerus.	Di Gott Jennie, Matthew Teachers, Andrea All therapists	By the beginning of term 4 Wk 6 T1, Wk 6 T3 End of each term End of T1, end of T2, start of T4	All assessment data has been collected and collated, including achievement of goals against curriculum area. Each teacher has a greater awareness of the student's zone of proximal development before setting ILPs. Teachers can reflect on assessments from term to term to evaluate success of content delivery and differentiated strategies. Therapsts will support ILP goals by providing strategies to support differentiation.
	New assessment tools are developed to record progress within specific focus areas in Levels (A-D).			By the end of term 3 three new assessment tools have been designed for collecting data in English	Assessment tool for Writing will assess 'Handwriting' Assessment tool for Guided Reading will assess 'Concepts of Print and Screen' Assessment tool for Working With Words will assess 'Text Cohesion and Spelling'
Review, edit and document Yarrabah Schools pre-existing Teaching and Learning (pedagogical) Framework to reflect John Flemings Explicit Instruction Model with a focus on building sequential teaching and learning agreements	Collect Observations from 2015 and audit teaching strategies	PLC meetings will have an allocated item in agenda to discuss observations related to the instructional approach and sequence of teaching and learning	PLC teams	Observations audited T1	Observation will identify a closer alignment to the Explicit Instructional format of delivering a lesson. Teachers will begin developing common strategies, dialogue, and approaches to differentiation across the school that align with Yarrabah Teaching and Learning Framework.
	All staff to familiarise and begin adopting the Explicit Instruction Observation template and sequence of Teaching and Learning	PDPs will align closely with the T&LF adjustments and Explicit Instruction.	Matthew, Sophia, Lauri, Lisa (SWPBS)	T,2,3,4	By the end of the year Leadership will identify areas of strength and areas for improvement within each PLC. Teachers will be able to articulate the school wide sequence of learning based on observational records, video modelling, school wide agreements and teacher self reflections.
	Leading Teacher will oversee the documentation and updating of Teaching and Learning Framework	Leading teacher will be time released to update documentation and present this at dedicated staff briefings.	Trevor (T&LPF Leader)	Complete documentation each term. Provide termly PDs to teachers and Therapists on T&LF updates and expectations.	Teaching and Learning Framework (assessment schedule, sequential curriculum – English and Explicit Instruction will be documented as a hard copy and available on the staff Intranet with links and resources to support implementation. Teachers will use this resource to develop elements of PDP, assist with Observations and structure lessons.

Version 1

ENGAGEMENT					
Goals	By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development	Targets	<ul style="list-style-type: none"> The collective efficacy is in the 4th quartile School means will be maintained or above in: Learning confidence, Stimulating learning Student Motivation will be 6.5 100% of students will be enrolled in a post school program 90% of leaving students maintain engagement in placements as identified in Ontrack data Parent opinion survey score at or above like school means in transition Staff opinion in Guaranteed and viable curriculum is maintained at 83% 10% of leaving students will have work based placements 		
		12 month targets	<ul style="list-style-type: none"> School mean will be maintained in Learning Confidence Student motivation will be at or above 6.3 95% of 2016 students enrolled in post school placement Staff opinion in Guaranteed and viable curriculum is maintained at 83% 5% of leaving students will have a work based or training placement 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
PLC coordinator and PLC mentors support the PLC leaders to build greater capacity within collegiality, leadership and reviewing student data	Provide PLC leaders weekly scheduled meetings to review aims, PLC agenda items and share solutions to collective problems (before allocated PLC meetings the following week).	Timetabled Friday Morning Meetings	Lauri Davis PLC Leaders	Between 8.15 – 8.35 weekly on Friday mornings	PLC leaders have a common understanding of whole school initiatives and how each PLC is delivering and working on implementation. Section aims have been established with all teachers and therapists able to demonstrate application of sequence of teaching and learning.
	Internal Coaching Program initiated by Principal Class to collegially support Leading Teachers in their coaching roles within PLC.	Assistant Principals and Principal assigned a Leading Teacher to coach. Leading Teachers undertake a Leadership Survey of which goals will be developed and GROWTH model of coaching initiated.	Matthew, Sophia, Lauri, Leading Teachers	Survey T1 Goal Setting T1 Coaching T2,3,4	Leading Teachers are anecdotally providing evidence of Learning Confidence across PLC. Leadership team is collective in their support for each member with regular contributions within Leadership meetings (minuted) discussing strategies to support teachers and staffs achieve personal and school goals.
The Social Skills Framework acts as a coordinating structure for Social Skills; Learn to Play; Protective Behaviours and Social Safety; Social Nights; Buddy Programs; Student Voice; Adventure Activities	KidsMatter Social and Emotional Learning component 2 will establish goals for whole school Social Skills progression.	School will undertake a school wide survey to identify key priorities	KidsMatter committee, OTs, KidsMatter Committee.	End of T1	All initial Social and Emotional goals have been achieved by the end of the year Staff and parents have a greater understanding of program aims and purpose to support Personal and Social Capability across each section of the school.
	The committee will begin documenting Yarrabah Schools Social and Emotional framework in reference to the Personal and Social Capabilities of Victorian Curriculum	Document elements of the Personal and Social Capabilities scope and sequence establishing links to existing school programs and outcomes.	Principal, Annemarie, KidsMatter Committee, PLC leaders	End of T4	Existing Life and Social Skills programs have been documented with recommended progression strategies and Section Aims.
	PLCs develop termly Come and See days that showcase the sections aims and objectives	PLC team will identify section aims and objectives for English, Mathematics, Social and Personal Capabilities and Science. Open days will be scheduled and Website used to provide community feedback.	PLC Team	One each term	English, Mathematics, Science, Kitchen Garden, Social and Personal Capabilities whole school open days have occurred with feedback published by parents on the website.
	Establish and run a 'Student Voice' group within school.	Students elected within each section by students and staff. Students meet during regular class times	Student Voice Leader	Twice a term	Students have identified areas that they wish to change regarding student wellbeing and student engagement. Students will also be more visible in assemblies, representing school in community.
	The school will run a Disability Expo for the local community	The school will advertise this event widely throughout Kingston and involve all areas of the school to present items	Assistant Principal Principal Teachers Therapists	To be conducted in Term 2	The expo will bring up to 50 families to the school from within the school population and beyond
By 2018 there will be a leaving school curriculum for all (17,18yr olds).	Futures Committee will work together to develop 2nd and 3rd Competency based Pathways programs with checklist	Committee will work in collaboration with the Senior PLC to develop	Lindsey Rouette Tien Lisa Anita Matthew	By end of T4	English Competency Based checklist has been completed with a student cohort trialled and evaluated in T4. Travel Training Pathway document is complete Volunteering (meals on wheels and environmental) pathways have been completed
	1 st Yarrabah school formal will include students in year 11 and 12	Formal committee established Budget allocated Venue planned (Rossdale GC) Students taught formal routines Parents engaged	Lauri Davis Kate Gamble Natalie Brausser School Formal Committee	By end of T3	School Formal held in T4 wk 2 (15 students participating). Families will be encouraged to post feed back on the night through the Yarrabah Facebook page.

WELLBEING					
Goals	By the end of the strategic period School Wide Positive Behaviour Support (SWPBS) will be implemented and evaluated across each section of the school to reduce incidences of dangerous and disruptive learning behaviour	Targets	<ul style="list-style-type: none"> Parent opinion survey scores at or above both the state and like school mean in the variables of: student safety, social skills, 5% reduction in behaviour incidents notifications between student and student, staff and student. 		
		12 month targets	<ul style="list-style-type: none"> Wellbeing centre location is fixed and used regularly by parent, visitor, guests and volunteers KidsMatter SEL component is evaluated for school wide implementation into future Clear guidelines and documentation is used to evidence SWPBS with a 10% decrease in incident reports from 2015 100% of new staff trained in Team Teach and SWPBS documentation visible in every classroom by the end of term 1. Training undertaken by leadership in Challenging and Violent Behaviours Dan Petro makes recommendations to build greater consistency across the whole school in SWPBS implementation. 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
KidsMatter Committee evaluate and implement organisational model to sustain 2015 wellbeing strategies	KidsMatter Committee evaluates component 1 success and surveys staff, students and families for component 2 implementation	Conduct survey of component 1 Document future initiatives for Component 1 Develop goals for component 2 Allocate tasks and develop achievement milestones. Staff to be released for external PD at a cost of up to \$3500.	KidsMatter Committee	T4 Wk 5	Kidsmatter goals achieved and evaluated with recommendation made for documenting Yarrabah SEL strategy
SWPBS team oversee the whole school implementation of SWPBS and evaluate effectiveness of data analysis tools	SWPBS is visible and actively reinforced across entire school with all staff	SWPBS implementation is supported by the consultation of Dan Petro and SWPBS leader auditing school wide practice. Estimated consultation fees of \$10,000 for 2016	Lisa Walker Dan Petro	T1 Wk 9	New reward system implemented throughout the year. Dan Petro delivers key address to school on last day of term 1. Elements of existing SWPBS is documented and reinforced over proceeding terms.
		SWPBS is embedded in School Wide Observation documents SWPBS is a sub committee of school council and reported on during the year.	Matthew Harris School Councillor	T1 Wk 4 All Year	Observational templates reflect elements of SWPBS Student support plans and safety management plans recognise three tiers of educational support. Staff have undertaken training and plans are located centrally on the assessment platform Member of school council reports directly each meeting as minuted.
All staff trained and supported using the Team Teach approach.	Team Teach Training is repeated using 2015 schedule	Staff will undertake required training over 5 sessions after school in T1 at no cost to school.	Lisa Walker All new staff	T1 Wk 3 – 8	All staff have completed TT training over the year
		Previously trained staff will undertake refresher training during each term to ensure 95% staff trained.	Staff members	T2, 3, 4	All staff undertake refresher training
Staff present at annual PASS and ASEPA Conference	School will present at National Conference in Melbourne 'Learn to Play'.	Create a presentation that reference school wide data and explicit approach to teaching 'how to play' for an estimated cost of \$4200.	Annemarie Lauri Davis Alison Bortolli Elyce Prior Lindsey Rouette Sarah Moloney Melinda Hewitson	T2	School presents at National Conference (AASE and PASS) workshop and receives expressions of interest to share in best practice. Conference participants also identify a number of suitable initiatives that align with Strategic Plan.

PRODUCTIVITY					
Goals	Therapy distribution and 1 hour of extra APT for PLC Leaders a week, for the whole year, will provide greater section cohesion and opportunities for both coaching, mentoring and research.	Targets	<ul style="list-style-type: none"> Speech is a 4.6TF Occupational Therapy is 4.6TF Physio is maintained at 1.6TF Therapy Assistants 2.0TF Music Therapy 0.4TF Art Therapist .4TF Behaviour Therapist .4TF 3% of daily support staff are made up of volunteers Teacher employed for PLC APT 1.0 Temporary Master Plan with Michael Carabott Facilities audit Specialised equipment audit undertaken Capital Works Funding sought A Technology Hub will be established within the Art Center 	12 month targets	<ul style="list-style-type: none"> Most PLCs have individual therapist allocated to section Music Therapy volunteers trialled Art Therapy / Support person employed to create student mural in junior section Recommendations for facility improvements documented Technology and Hydro Grant Writing
		KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility
2 nd and 3 rd tier intervention support will be based on assessments and data collection	Therapists to design an intervention based, non-environmental program that supports students with safety support plans.	Research Grant sought to fund the development of Small Group (tier 3), intensive intervention based programs.	Matthew, Lisa T	T1	A number of successful grant applications has resulted in sufficient
		Therapists to be released from timetabled sessions to undertake action research project to include professional reading, observation and program trials.	Lindsey Rouette Melinda Hewitson Sarah Moloney Elyce Prior Lauren Matthew H	T2-4	Small student cohort within PLC section, reduce incidences of identified behaviour over the course of each day with regular and repeated behavior modification sessions. LinkIt (homework) is used to connect the intervention support to home and communicates recommended follow up sessions. Therapists have data to support modified trials in 2017
Student resources and environments will be modified in accordance with current research and explicit approach	Classroom Environmental criteria will be developed in accordance with the explicit Instructional approach	Template will be developed after visits to other schools that practice explicit instruction and TEEACH. Budget for 8 staff to attend Eastern Ranges, Haileybury College and Northern Autistic over two days.	Matthew Lauri Annemarie Rone Tien Anita Trevor Nathalie Andrea Brendan	During T1 and T3	Criteria template has been developed and is used as part of observations and PDP TEEACH environmental criteria has been adopted by over 50% of classrooms based on agreed percentage of ASD students per class
	School Intranet is developed to contain Teaching and Learning Content that can be shared both on and off campus	Intranet site has a new page that holds data, files, content, links and schedules related to our Instructional approach and guidance for next 3 years	Technician Leanne Megan Bloom Matt Harris Trevor	All year	Site is regularly accessed from home providing our staff greater opportunity to work across different locations during non-contact hours. Feedback identifies greater work life balance across school and improved staff motivation and shared planning
ES and 1 specialist Teacher allocated to support PLC Leadership, new teacher induction, scheduled observations and Grant writing	The school will reduce the ratio of support staff allocated within sections (classes).	PLCs will be allocated a set number of ES based on class need. 2 per each classroom will not always apply. 0.2 EFT allocated within budget for ES (\$10,000).	Lauri, Sophia, Matthew, Section OTs	All year	Sections allocated ES to improve student achievement, engagement and wellbeing minimizing withdrawal time out of the class and increasing therapy specific strategies within the environment to meet individual needs.
	A 0.2 grant writing position will be established for the purpose of grant writing and grant research	ES allocated 2 out of three days contact time with third day in office developing research and grant writing skills	Lisa T	All year	Lisa has collated, drafted, filed and collected relevant grant writing materials while scheduling relevant grants through the year, documenting dates, successes and degree of contact with grant written and applied for a number of grants with a \$10,000 target
	PLC Leaders will build greater cohesion within section and participate in internal or external Leadership Professional Development in partnership with Leadership Team.	School will timetable specialist program (Technology Specialist) to an interested (Experienced) teacher with the focus on reinforcing English, Mathematics, Personal and Social Capability understandings across Cluster Groups.	Sophia Lauri Amali	All year	Staff opinion survey will reflect an increase from 2015 results in guaranteed and viable curriculum, Collective focus on student learning and Collective efficacy. PLC leaders have participated in professional development and effectively established a cluster model of teaching within their section that can be transitioned smoothly into the following year.

		Technology Specialists will provide PLC leaders extra 1 hour per week, new teachers 1 hour extra per week, provisionally registered teachers VIT release time while also allocated time for observation release (1.0 EFT @ \$59,000).	Amali,(Specialist T) Jade (New Classroom Teacher) Nathalie, Brendan, Rone, Jennifer, Jessica, Trevor, Andrea, Allison, Matthew, Jenni, Lisa W, Annemarie	All year	PLC leaders have undertaken nominated Key Improvement Strategies within the SSP and AIP.
Therapy staff increased to better represent each section	Therapists will be allocated in a specific section for a period of up to two years.	Conscientious about not employing greater numbers of Assistants instead recruiting numbers of therapist to guide teachers in action research, teaching approaches, student differentiation and resource alignment to goals. Increase in allocation to align with each section (\$130,000) 2 EFT therapists.	Matthew, Sophia, Lauri Kate G	All year	Each PLC has an allocated therapist dedicated to that section within OT, Speech and Physio. Greater feedback from school community regarding support for students across disciplines and consistency of support within sections. Therapist meet with PLC once a fortnight and in a therapy team for 20 minutes a fortnight and therapy specific meeting 60 minutes a fortnight Therapist allocated mentors within discipline Therapist allocated to Wellbeing Committee meeting once a fortnight Therapist lead by Principal Class Team

DRAFT Version 1

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	