

School Annual Implementation Plan for Yarrabah School

5142

South Eastern Metropolitan Region

2015



Strategic Intent

Achievement		Targets	1 year Targets
	<ul style="list-style-type: none"> To improve ILP outcomes across all reportable areas for all students at all levels of ability 	<p>By 2018:</p> <ul style="list-style-type: none"> A-D and Foundation -3 AusVELS outcomes will reflect a 92% achievement against ILP goals A greater alignment between teacher judgement (AusVELS) and ABLES data The percentage of students achieving high growth in ABLES assessments is to be more than 40% in each of the areas, as reflected in the cohort reports. 	<p>By end of 2015:</p> <ul style="list-style-type: none"> Reviewed Literacy and Numeracy Database input and analysis model Researched and planned whole school curriculum benchmarking approach ABLES moderation in English includes work samples and documented evidence across PLCs Students ILP Goals are linked to Towards Level 1 and Lv1 – 3 AUSVels Curriculum Report using Accelerus software

	<ul style="list-style-type: none"> To provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs 	<ul style="list-style-type: none"> Develop and foster a P&D culture that promotes peer observation and feedback to improve student learning outcomes Teachers use the Yarrabah Teaching and Learning Framework for standardised assessment, for guiding a sequential curriculum, and improving professional practice 	<ul style="list-style-type: none"> All members of leadership have undertaken coaching for leadership (GROWTH). Teachers PDPs are in alignment with SSP. Graduate and Proficient Teachers have selected goals from matrix (Yarrabah Standards) Developed observational scaffolds and peer observation protocols
Engagement	<ul style="list-style-type: none"> To enhance student engagement by actively reinforcing the importance of structured play, enquiry learning and student participation 		
	<ul style="list-style-type: none"> To ensure all students experience a consistent, seamless, transition through school and into future placement 		

Wellbeing	<ul style="list-style-type: none"> For every student to reach their full potential in a safe, stimulating and caring environment. 	<ul style="list-style-type: none"> 	
Productivity	<ul style="list-style-type: none"> To ensure that school resources are strategically targeted to achieve optimal learning outcomes 		

Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
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<p>Student Learning</p>	<p>Staff will continue to undertake professional reading of ABLES material and strategies to differentiate student learning outcomes</p> <p>Work in Professional Learning Teams (PLTs) using the WS weekly planner</p> <p>In Teacher/Therapy and Specialist meetings staff will review theories of moderation</p> <p>Leadership to moderate the outcomes of staff planning.</p>	<p>Re-read the in PLTs, ABLES DEECD page http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/ables.aspx and minute comments in PLT journal</p> <p>'Evidence Based Teaching and Curriculum Shifts' – Patrick Griffin</p> <p>Read 'Differentiation..... in PLT and minute (in PLT journal) key points for planning a differentiated lesson with a focus on English (Speaking and Listening)</p> <p>Introduction to the process of moderating assessments – d. Royce Sadler, GIHE, Griffith University http://assessment.tki.org.nz/Moderation ,</p> <p>'Moderation of teacher judgements in student assessment' - https://www.gsa.qld.edu.au/downloads/publications/research_qscq_assess_report_2.pdf</p> <p>Education Scotland, Learning, Teaching and Assessment, Assessment and Moderation, PowerPoint file: Planning the Learning, Teaching, Assessment and Moderation (480 KB)</p> <p>Module 1 What is Moderation – ppt</p> <p>Module 2 Making Sound Teacher Judgements – ppt</p>	<p>Teachers, Therapists and Specialist teachers</p>	<p>Term 2</p> <p>This will occur during term 2 and 3</p> <p>Over term 3 and 4</p>	<p>During Teacher / Therapy / Specialist Meeting staff will form a shared understanding and document of why Croydon Special Developmental School will use the ABLES tool, its relevance in creating IEPs and when it shall be completed each year.</p> <p>Updated student learning strategies</p> <p>During Teacher / Therapy / Specialist Meeting staff will document why Croydon Special Developmental School believes in differentiation, and identify examples of documented differentiation in our weekly planners for English (Speaking and Listening) lessons.</p> <p>School has a documented protocol for why it moderates ABLES, how Croydon SDS teachers make sound judgments and means of maintaining consistency in teacher judgments</p> <p>All teachers have a planning goal and share consistent planning documentation and</p>
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	Review staff using WS Planners	<p>Module 3 Overall Teacher Judgements and moderation</p> <p>Module 4 Reviewing and Refining Moderation - ppt</p> <p>Checklist for review</p>	<p>Teachers, Therapists and Specialist teacher</p> <p>Teachers, Therapists, Specialist teachers, Moderation Coordinator</p> <p>Prin, AP</p> <p>AP and Principal</p>	T 2, 3, 4	understanding of key terms and planning formats used across the school
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<p>Student Engagement and Wellbeing</p>	<p>Staff will undertake a whole school curriculum day training on 'building a positive school community'</p> <p>Parents will be surveyed to determine perceptions of the school in relation to the schools work in the area of mental health and wellbeing</p> <p>Provide opportunities for students to begin representing the school in a leadership capacity</p> <p>Modify student survey to ensure a cohort of senior students are able to respond</p>	<p>Conducted in Library and across the school in 5 groups throughout the day</p> <p>Through the Newsletter, and online</p> <p>Students to participate in the Leadership Program with cluster school</p> <p>Use a range of communication technologies to provide opportunities for large student cohort to respond.</p>	<p>Leading teacher for 'Student Engagement and Wellbeing' and entire staff.</p> <p>Families and care providers, Kidsmatter team</p> <p>Student representative from junior / middle and rep from senior, ESS leadership assistant, Leadership Coach</p>	<p>January 30 2013</p> <p>Over term 1 and 2</p> <p>Term 1, 2 and 3</p>	<p>Achieve greater understanding of the components that support building a positive school community which include: Collaborative Involvement, Inclusion, Belonging and Connectedness</p> <p>The Kidsmatter team will compile the results of the data that represents parental opinion.</p> <p>Leaders will represent the school during outings, excursions and when important visitors attend the school.</p>
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	with assistance from staff or family (survey could be conducted on the computer or iPad)		ICT Support, eLearning Committee, Speech Therapist, Leading teacher for 'Engagement and Wellbeing'.	Term 4	Leaders will also respond to a survey related to how students feel at Croydon SDS
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Student Pathways and Transitions	Document transition across sections to include curriculum, student wellbeing and contacts	Recorded on the school server and published for families On the website	Coordinators and AP/ Principal	Term 3	document describes specifics for each section related to curriculum, student wellbeing and contacts ready for all families at the beginning of 2015 A final documented procedure for taking tours and presenting new families with information about the school is prepared and available from the front office.
	Ammend A-Z guide of Croydon SDS and republish in 2015	Available as hardcopy within a folder found in Admin and on the website	Principal, Admin Staff, section coordinators	Term 3 and 4	New families will take an A-Z guide of Croydon SDS before the beginning of the next school year to prepare them and their child for school.
	Send out draft copies for families to review and comment on	Hard copy		Term 2	Amended A-Z in response to feedback provided
	Create a Curriculum Map identifying curriculum pathways across sections				
	Begin to document senior pathways				