

Annual Implementation Plan: for Improving Student Outcomes

School name: Yarrabah School

School number: 5142

Year: 2017

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Matthew Harris

9/11/2016

Senior Education Improvement Leader Jennifer M McCrabb

3rd March, 2017

School council Keith Smyth

24/02/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> To improve ILP outcomes in English, Mathematics, Interpersonal and Personal Learning for all students by the end of the strategic period By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF) to support instructional practice By the end of the strategic period Teachers, Therapists and Families will access and use Accelerus for ILP development, assessments, and reporting writing By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluated a Social Skills Framework to support student development By the end of the strategic period all students, staff and families understand the aims of each section to build a consistent, seamless, transition experience through school and into future placement By the end of the strategic period all students engage in differentiated 'Seed to Seed' kitchen garden programs supporting Science, Cooking, Horticulture, Gardening and Grounds Maintenance understandings. By the end of the strategic period all components of the KidsMatter Framework have been implemented and goals set for future whole school mental health initiatives 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 By the end of the strategic period the school has allocated resources to support intervention based programs within each section of the school to improve student outcomes By the end of the strategic period the school has planned, audited, and sought expert advice to build a facilities and resource master plan. By the end of the strategic period a Technology Hub will be designed and built to maximise learning opportunities in Interpersonal, Personal Learning, the Arts, H&PE and Science. 	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	✓
	Community engagement in learning	Building communities	✓



Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

- With a focus on 'excellence in teaching and learning', Yarrabah will continue to gather data for the purposes of not just identifying a student's zone of proximal development (using scope and sequence support documents), but to enrich, engage and encourage children to experience joy in the learning adventure.
- With a focus of continual improvement by developing positive climates that promote inclusive practice Yarrabah staff will conduct professional learning opportunities to a national, state and Kingston Schools audience. These will demonstrate how to achieve growth for students with disabilities using an explicit instructional approach, through an individualised timetable approach to teaching ILPs and modified digital assessment tasks for students with disabilities.
- To remain a vibrant school, we will ensure a culture of understanding is encouraged when building practice excellence. Students, families and staff will be provided opportunities to participate and engage in school improvement activities. We will do this by publishing and then holding forums / workshops on our new Teaching and Learning Framework. Students will continue to share the REAL Yarrabah experience throughout our network and within the broader community, staff will build professional understandings within each pillar of the framework and families will be able to dig deep into the purpose of the framework and its relevance to improving student outcomes. The REAL framework will identify what has, is and will be great at Yarrabah.
- Assessment continues to be an important vehicle for improving outcomes. We have not assessed the same standards frequently enough and as such do not have a strong sense of what the student can do consistently and in different contexts. An agenda of setting more frequent assessment tasks will become a focus in English and Personal and Social Capabilities (Life Skills, Travel Training and Learning to Play). These assessments will be used to inform learning area conversations in SSG meetings but also help us identify the steps required to achieve goals. Timperley's work will be referenced during the year. We will review large assessment tasks and maintain existing schedule with smaller assessment tasks created to review student achievement against the Vic Curriculum levels.
- By continuing to build a strong dedicated team of middle leaders, coordinators, leading teachers, administrators and principal staff, Yarrabah will continue to develop a guaranteed and viable curriculum. This leadership group will develop collegiate skills to ensure all staff maintain values, responsibilities and the support structures required to achieve goals and priorities. Professional development will remain a priority and be budgeted and timetabled. Consistent coaching will occur from Principal Class to all Leading Teachers. Once a term leading teachers will shadow the assistant principals and be provided opportunities to undertake mentored responsibilities of an AP. PLC leaders will have the opportunity to liaise with leaders at Boneo Primary School (a Defour accredited school), Bentleigh West PS, and Haileybury campuses.
- Therapists will be involved in action research within each discipline, trialled across each section. Therapists will trial the 2016 agreed 'Therapy Framework' and meet regularly with the principal. Therapy Framework initiatives will be shared across the school for all to understand (roles, responsibilities and expectations of therapists working together in each section). Discipline specific therapy representatives will meet with the principal once a term to discuss progress in the action research projects and discipline related work. The therapist and teacher will work collegiately to support children achievement, engagement and success by writing goals and working collaboratively. Wellbeing and Communication will remain a strong focus of therapists.
- Community engagement in learning will be accelerated this year for families, community groups and agencies. Information about how students learn, how they can be supported and how we can work together to achieve common outcomes before, during and preschool age will be developed. Regular 'come see days', family picnics, open days, learning area days, parent workshops, therapy workshops, new parent portal, video modelling, developed website and specialist showcases. The Kidsmatter team will provide a number of Community Hub events and the SEL curriculum will be presented to families and schools working with students with special needs. Individual coordinators, specialists, Kidsmatter team and principal team will lead this initiative. The school will continue to develop close working relationships with external agencies such as Moira, Anglicare, Alfred Health, SECASA, and NDIS providers.



Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Curriculum planning and learning	<ul style="list-style-type: none"> • Documentation of Yarrabah A-D 1-3 curriculum materials and instruction approaches • English committee review student cluster group progress and goal suitability within English (Reading), using assessment task data and ABLES. • Environment Action Team document classroom learning environment checklists for 2018 • Parent Assessment portal is drafted
Building practice excellence	<ul style="list-style-type: none"> • Review and document elements of Timperley's dimension 4 (evidence of best teaching practice) by reviewing and refining video observational records related to: <ul style="list-style-type: none"> - quality of Explicit Instructional practice (skill sequencing, segmenting by breaking down skills for instruction, paced and repeated practice, scaffolding, modelling) - indicators agreed by the observer and teacher within specific classroom setting - observed evidence of indicators in practice • All staff have undertaken team teach training and actively reinforce the SWPBS strategies to reduce 2016 reported incidences between student to student and student to staff. • Teachers and Therapists use the Yarrabah (REAL) framework for; focussing on Relationships, consistent Explicit instructional practice, Assessment, individualised student centred Learning • The Social Skills Framework is linked to the Relationships Pillar and provides guidance and structure for the delivery of Social Skills; Learn to Play; Protective Behaviours and Social Safety; Social Nights; Buddy Programs; Student Voice; Adventure Based Activities
Building leadership teams	<ul style="list-style-type: none"> • Leader will be provided individual coaching to support capacity to strengthen Explicit Instructional Practice within sections. • PLC leaders will be mentored by AP to support achievement of PDP goals relating to PLC objectives • Leading Teachers will support a group of dedicated members by leading the documentation, training and evaluation of whole school initiatives including: <ul style="list-style-type: none"> - Kidsmatter SEL - REAL Framework • Leading Teachers will shadow APs once a term and undertake whole school leadership responsibility at least once per term. • Emerging leader will oversee the SWPBS committee and be mentored by the Principal • New Teaching and Learning Coach (trial) position will support Explicit Instruction rollout
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Yarrabah staff will conduct Professional learning at a national, state and local level in assessment, timetabling, organisation and instruction • Yarrabah will actively promote specialist education through the local media and support primary and secondary integration
Building communities	<ul style="list-style-type: none"> • Technology is used to engage students and link families with the Social Skills Framework and Learning Tasks • By 2018 there will be a section handbook that identifies the likenesses and differences of each transition area available as a hardcopy and online. • Begin documenting Pathways for 16 – 18yr old students linking agreed goals and relevant competency based programs • Work closely with external agencies in support of families and students by promoting community hub activity, the refinement of the Yarrabah Wellbeing case management system and welfare support



Section 2a: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve ILP outcomes in English, Mathematics, Personal and Social Capabilities for all students by the end of the strategic period By the end of the strategic period Teachers, Therapists and Families will access and use Accelerus for ILP development, assessments, and reporting writing 							
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> Curriculum planning and learning 							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Towards Foundation A-D and AusVELS 1 -3 outcomes will reflect a 92% achievement against ILP goals 75% of each students ILP is written based on assessment data and recommended goals from Accelerus 							
12 MONTH TARGETS		<ul style="list-style-type: none"> 91% achievement against ILP goals in the areas of English, Mathematics and Personal and Social Learning 75% of all 2016 YPAT tested students achieve improved score 75% of all 2016 students who did not achieve a complete Jolly Phonics score will demonstrate improvement. 75% of testable students in number and place value make progress against term 1 assessment Each student has recorded assessment data in Accelerus 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Documentation of Yarrabah A-D 1-3 curriculum materials and instruction approaches	Develop Yarrabah reading curriculum outline to include documented memory retention (superspeed) strategies.	Anita Leanne L....	Term 3	6 months: Yarrabah reading, speaking and listening outline and support strategies are documented. Referenced in semester 2 planning documents and evidenced in observations. English Committee have reviewed ½ the cluster group goals and 7(1/5) of teachers video observations in English, making recommendations for semester 2.	● ● ●	Assessment schedule designed.	\$1000		
	Yarrabah speaking and listening outline and support strategies have been documented		Term 3			Assessment Tasks Modified.			
	Yarrabah Number and Place value outline and support strategies have been drafted	Glen....	Term 4	12 months: Yarrabah reading, speaking and listening outline and support strategies are referenced in semester 2 planning documents and evidenced in observations. Mathematics Committee have met every 3 weeks. Committee have liaised and developed an outline for number and place value with reference to other SDS schools. Personal and Social Capabilities curriculum references SEL, Social Skills, Learn to Play, Life Skills, Social Safety, Student Voice, Buddy Programs	● ● ●	English (Reading Curriculum) completed			
	Yarrabah personal and social capability curriculum outline drafted	Annemarie.... Lindsey Lisa Anita	Term 4			Mathematics (Number) drafted			
	Senior school teachers refine and modify competency based program assessment checklists for Travel Training, Work Skills and Life Skills.					P&S brainstormed and materials collected			
	Senior school teachers begin planning 'Pathways' with families					Pathways trialled			
						Accelerus assessment data collected in English and Mathematics showing generalised improvement from 2016 Maths base line (Number) completed for 2018	\$900		
						P&S collated and drafted – timetable prepared	\$500		
						Seniors have completed pathways and certificates from competency based programs for future placements	\$3500		
							\$1500		

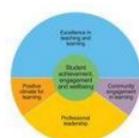


				Senior graduating students leave with a certificate of accomplishment in the competency based programs.			\$840	
Review student cluster group progress and goal suitability in English (Reading), using assessment task data and ABLES.	English committee reviews student goals set within English Committee uses the student data collected to make recommendations and offer additional cluster group support. SSG minutes are recorded using Accelerus, printed, signed by families and placed in file	Andrea Matt Rone Nuala Bronwyn Rachel Megan Melinda Lauri	PLC per term	6 months: Committee has collated the goals set within each cluster group and moderated assessment data with each teacher	● ● ●	All goals are aligned to descriptors	\$4000	
			Each Term	12 months: Committee has made recommendations to the teacher in support of assessing students level of achievement against curriculum.	● ● ●	Clusters have been modified throughout the year as noted in planning documents based on moderation and assessment. Accelerus is used to document SSGs	\$4000	
Environment Action Team document classroom learning environment checklists for 2018	Team will meet twice a term to develop criteria for classroom / learning area organisation, equipment and displays.	Matt Brendan Elisa Lindsey Hayley Ashley	Each term	6 months: Criteria has been created outlining an unorganised, organised, exceptionally organised learning environment.	● ● ●	Criteria drafted and trialled in one room within each section.	\$100	
				12 months: Leading teachers and principal have used the criteria to assess learning environments. Feedback is provided during the PDP process.	● ● ●	All rooms have been audited using criteria and noted within PDPs	\$100	
Parent Assessment portal is drafted	Assessment team will review Xuno and the current Intranet capability. Assessment team will choose a system that provides parents access to assessment task comments and outcomes.	Matt Harsh Andrea		6 months: Reviewed a number of software management systems that provide home school connectivity relating to assessment tasks.	● ● ●			
				12 months: Decided on an assessment platform for parent connectivity and the assessment task outcomes available in 2018.	● ● ●	Connectivity planned and communicated for use on transition days.		



Section 2b: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To improve ILP outcomes in English, Mathematics, Personal and Social Capabilities for all students by the end of the strategic period By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (REAL) to support instructional practice 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 By the end of the strategic period Yarrabah will reconstruct, update, implement and evaluate a Social Skills Framework to support student development By the end of the strategic period all components of the KidsMatter Framework have been implemented and goals set for future whole school mental health initiatives 							
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> Building Practice Excellence 							
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Towards Foundation A-D and AusVELS 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 The collective efficacy is in the 4th quartile within SOS School means will be maintained or above in: Learning confidence Stimulating learning Student Motivation will be 6.5 Parent opinion survey scores at or above both the state and like school mean in the variables of: student safety, social skills, 20% reduction in behaviour incidents notifications between student and student, staff and student from 2015 – 2018 90% of KidsMatter Goals achieved within each component 							
12 MONTH TARGETS	<ul style="list-style-type: none"> 92% of student maintain or improve relative assessment growth Parent opinion for student safety will return to 2014 level of 6.12 (+0.18) Parent opinion for classroom behaviour will return to 2014 level of 4.27 (+0.20) 2017 Learning confidence Stimulating learning will be highest in 3 years student motivation will reach 6.5 20% reduction in behaviour incident notifications between student and student, staff and student from 2016 Parent opinion survey meets like school average in the area of therapy services and program support group 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
PLC review and document elements of Timperleys dimension 4 (evidence of best teaching practice) by reviewing and refining video observational practice	A video observation protocol and action plan is developed in reference with the 'Best Foot forward resources' (http://cepr.harvard.edu/video-observation-toolkit) and AITSLs 'Observation-Resources' (http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/Observation-Resources/how-to-guide---videos-of-practice.pdf?sfvrsn=2) to support full implementation and its alignment to improving instructional quality.	Matt Sophia Rone Lauri Andrea Michael Lisa Kath Alison	1 st Term Year	6 months: A Yarrabah protocol and action plan has been developed to assist teachers self observe, reflect and evaluate PDP related instructional goals. All PLC Leaders have access to a personal copy of the Hughes and Archer	● ● ●	Self observation fully accepted across school as powerful approach to improvement PLC group reflection have begun	\$500	
	Each section and specialist teacher will have been videoed once a term by therapists for 15min. At each PLC meeting one teacher will share an element of practice (skill sequencing, segmenting by breaking down skills for instruction, paced and repeated practice, scaffolding, modelling)	Teachers & Therapists PLC members		12 months: Each teacher has 2 videos saved in the Yarrabah Google Drive within their own video observation folder.	● ● ●	Teacher has referred to video Ob in final PDP conversation as area for improvement and future PDP goal PLC can reference support material 2 videos for each teacher saved Dimension 4 widely understood and adopted	\$500	



	Indicators of best practice will be agreed by the teacher and PLC within specific classroom setting	Teacher						
Strengthened PDP with focus on school and student needs, as well as support staff (ES) areas for development	REAL is used to develop at least one PDP goal for each staff member.	All Matt PLC Leaders Leading Ts	Year	6 months: Evidence of teachers and ES achievement against REAL Goals	● ● ●	All staff have referenced 1 REAL non negotiable within PDP	\$500	
	Teacher and ES will record improvement journey as it relates to the indicators agreed upon by the section within PDP evidence portfolio ES will convene regular meetings to share best practice and work against PDP goals.	ES Ally ES		12 months: Staff have collated portfolio of evidence against each PDP goal. Some staff have begun to use OneNote to keep evidence for submission to leaders in advance of meetings. Classroom based ES and Therapy staff will have minuted meetings once a term with best practice agenda items.	● ● ●	ES begin using common approach to collecting and demonstrating evidence against goals ES meetings have occurred at least 5 times during the year		
All required staff have undertaken team teach training and refresher course actively reinforcing the SWPBS strategies to reduce 2016 reported incidences between student to student and student to staff.	Team Teach is delivered by the accredited trainers. Refresher courses will be provided.	Danny Bronwyn Sandy	6 weeks	6 months: All staff have undertaken refresher course for Team Teach	● ● ●	Team Teach references are displayed within each classroom	\$3000	
	Focus strongly on preventing difficult and challenging behaviours. Review key parts of Team Teach Manual during 3 staff meetings throughout the year and embed the school safety policy. Sections to identify most challenging students who have a history of frequent incident reports. Section will undertake a group ABC and behavioural analysis to modify environment, expectations, and triggers for these students. Provide structured and timetabled activities during play and lunch times within each section. Leadership will keep a termly record of student incidences for reporting back to the section.	Matt SWPBS Leader PLC Leaders All section teachers Matt Sophia	Once a term End of T1 End of T2 Each Term	2 whole staff meetings have been undertaken based on the manual Student lists have been compiled based on highest reported incidences over term 1 ABC's completed for most challenging students and section plan submitted to leadership Regular Newsletter items on how we modifying challenging student behaviours with parental anecdotes	● ● ●	Targeted student population has 'escalation management plans' in place 3 articles within newsletter regarding challenging behaviours		
Teachers and Therapists use the Yarrabah (REAL) framework for; focussing on Relationships, consistent Explicit instructional practice, Assessment, individualised student centred Learning	REAL non negotiable's are documented and detailed.	Trevor Alison Anita Andrea	Term 1	6 months: non negotiable's agreed and documented	● ● ●	Noted within each PDP	\$500	
	REAL staff meetings are held once a term. All staff are to use the REAL non negotiable's to develop PDP goals. A specific focus will be on the development and detail within the Explicit Pillar of the framework			Each term PDP cycle	REAL staff meetings for each Pillar to share overview and components Non negotiable links in each staff members PDP		Two have occurred in semester 1	
		Matt Trevor Anita Rone		12 months: non negotiable's published online REAL strategic intent drafted	● ● ●	Community has access Staff begin drawing on the practice	\$500	



		Annemarie Lisa Wilson		End cycle PDP has evidence of progress against a non negotiable Explicit Pillar has reference details, preferred strategies for each non negotiable and a quality of practice criteria for self evaluation purposes.		Explicit instruction pillar is used to provide feedback in video observations		
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	Develop goals within each school section for Social Skills progression	OTs Annemarie Kidsmatter Lauri		6 months: Recommended goals related to Victorian Curriculum Scope and Sequence in the area of Personal and Social Capabilities for cluster groups across the school (SEL) Drafted document outlining aims for: Social Skills, Learn to Play, Protective Behaviours, Social Safety, Social Nights, Buddy Program, Student Voice, Adventure Activities and LinkIt Homework per section of school.	● ● ●	Teams have collected goals from other settings, schools and systems Website shares events with community LinkIT used to share recommended tasks/activities/games etc	\$500 \$1000	
	Technology is employed to document the Social Skills framework for students and staff at school with a trial home link Publish parent and student anecdotes or recounts of life at Yarrabah school and what I want to do in the future.	Alison B Matt Leanne Megan		12 months:	● ● ●	Parent comments and anecdotes on website		



Section 2c: Improvement Initiatives

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> By the end of the strategic period all students, staff and families understand the aims of each section to build a consistent, seamless, transition experience through school and into future placement By the end of the strategic period there will be whole school implementation of Yarrabah's Teaching and Learning Framework (YTLF) to support instructional practice To improve ILP outcomes in English, Mathematics, Interpersonal and Personal Learning for all students by the end of the strategic period 						
IMPROVEMENT INITIATIVE		Building leadership teams						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 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 94% of students maintain or improve relative assessment growth over strategic period The Parent Opinion Survey for Student Learning related will be 6.5 Towards Foundation A-D and AusVELS 1 -3 outcomes will reflect a 92% achievement against ILP goals 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Relative growth in English, Mathematics and Personal Social learning is equal to 92% Relative growth in English, Mathematics and Social learning in ABLES assessment is equal to 92% 95% of graduating seniors will be enrolled in post school programs identified in OnTrack data POS in Transition is above like school averages SOS results in guaranteed and viable curriculum in higher than 83% School means will be maintained or above in: Learning confidence, stimulating learning and student motivation SOS – School Leadership within Leading Change is maintained at or above 76.85 SOS – School Leadership within Instructional Leadership is maintained or improved beyond 76.90 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
PLC leaders will be mentored by AP to support achievement of PDP goals relating to PLC objectives	<ul style="list-style-type: none"> Ensure each PLC has a vision Ensure each PLC understands the difference between the work of a PLC and Section Ensure PLC leaders are maintaining focus on instructional practice and teacher improvement within their PLC That PLC's regularly self evaluate performance of the section, staff and students. That the PLC leaders have access to reference materials being adopted by the school (purchased copies). Develop PLC medium term and year goals 	Lauri Matt Andrea Alison Michael Kathy Rone Lisa W	Year	6 months: PLC vision is widely known throughout whole community of practice PLC leaders draw from reference materials within meetings Each PLC has undertaken self-observation of lessons	● ● ●	PLC decision making and leadership is consistent as recorded in minutes Visions have been developed and all staff have presented observation with many comments in PDPs	\$100	
				12 months: Medium and Long term goals available on the Intranet PLC has self-evaluated goals set at the beginning of the year and made recommendations for future improvement				
Leading Teachers will support a group of dedicated committee members in the documentation, training and evaluation of whole school initiatives: Kidsmatter, SEL,	Each committee will be lead to develop yearly goals as identified in the strategic plan. Each committee will present at one staff meeting per term to outline progress and staff requirements to fulfil strategic objectives. Each committee will evaluate success against goals at the end of the year and document in the AIP	Lisa Rone Annemarie Trevor		6 months: Committees have developed goals and undertaken midyear evaluation ½ of the committees have presented to a whole school meeting or Teacher/Therapy meeting	● ● ●	Leading Teachers have goals within PDP Committees have presented twice during staff meetings.	\$1000	



REAL Framework, Transition				12 months: Success monitored and reviewed	● ● ●	Whole of staff can identify 1 improvement strategy from each framework	\$1000	
Leading Teachers will shadow APs once a term and undertake whole school leadership responsibility at least once per term.	Leading Teachers will be timetabled to undertake whole school caretaking during a day once per term. Leading teachers will be timetabled to work from the APs office once a month for the duration of their Leading APT time.	Sophia Lauri Trevor Annemarie	Once per term	6 months: LTs have shadowed APs two times over two terms and participated in briefings about experiences.	● ● ●	Leading teachers have reflected on AP roles and duties.	\$2000	CRT
				12 months: LTs have been provided timetabled Acting Principal responsibilities during principals attendance at PASS, Network and DET related activities.	● ● ●	Leading teachers have been provided whole days for acting AP	\$2000	CRT
Higher Duties position created to coach teachers in Explicit Instruction implementation	Teacher will undertake specific training to improve pedagogical practice throughout the school (Bastow – Leading Pedagogy) Teacher will work closely with the Principal in reference to the AITSL - 'Instructional Coaching' guide, Haileybury School Staff, Bentleigh West PS and local special school	Unknown Matt	3 terms	6 months: Teaching and Learning Coach role description has been developed Selected teacher has begun pedagogical related learning through Bastow Teacher developed a series of personal goals related to 'Teaching and Learning Coach' position for Instructional Improvement	● ● ●	Acting Leading Teacher put on higher duties has begun coaching section explicit instructional approaches Higher duties teacher is undergoing PD	\$5,000	CRT
				12 months: Teacher has successfully demonstrated goals Teacher has developed networks with schools building instructional improvement.	● ● ●	Anecdotal reports from coaches have been positive with improved student outcomes	\$5,000	CRT
Emerging leader will oversee the SWPBS committee and be mentored by the Principal	Teacher will be selected to maintain the work of the SWPBS leader whilst on leave. They will liaise with the principal to ensure strategies are consistent with the schools progression towards decreasing incidences between student and student, student and staff. Certificates and rewards are promoted through the school in all Newsletters, Assemblies, SWPBS Website page, SWPBS Leaflet, Parent Information Booklet Page on SWPBS and within REAL Framework.	Unknown Matt	3 terms	6 months: Committee is coordinated by an emerging leader SWPBS reward system will be modified	● ● ●	Leader to establish individual approach by referencing new research and directions	\$500	
				12 months: documentation will be available to community related to SWPBS 2017 data is presented to school community	● ● ●	Leader has organised committee to present data related to incidences, reward and behaviours.	\$500	



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> By the end of the strategic period all students engage in differentiated 'Seed to Seed' kitchen garden programs supporting Science, Cooking, Horticulture, Gardening and Grounds Maintenance understandings. By the end of the strategic period all components of the KidsMatter Framework have been implemented and goals set for future whole school mental health initiatives By the end of the strategic period the school has allocated resources to support intervention based programs within each section of the school to improve student outcomes By the end of the strategic period specific facilities will be designed and built to maximise learning opportunities in Interpersonal, Personal Learning, the Arts, H&PE and Science. By the end of the strategic period the school has planned, audited, and sought expert advice to build a facilities and resource master plan. 						
OTHER IMPROVEMENT MODEL DIMENSIONS		Engagement, Wellbeing, Productivity						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> All school aged students will participate in Kitchen Garden or related Life Skills / cycle program throughout each year of school. 90% of KidsMatter Goals achieved within each component Speech is a 4.6TF Occupational Therapy is 4.6TF Physio is maintained at 1.6TF Therapy Assistants 2.0T Music Therapy 0.4TF Art Therapist .4TF Behaviour Therapist .4TF 3% of daily support staff are made up of volunteers The Technology Hub will be established Life Science Center will be established Hydrotherapy and H&PE facility will be planned for Temporary Master Plan Facilities audit Specialised equipment audit undertaken Capital Works Funding secured 						
12 MONTH TARGETS		<ul style="list-style-type: none"> All students will participate in the Kitchen Garden Program 100% of Component 2 Goals achieved 2016 time fractions for therapy staff maintained Each therapist allocated area of leadership throughout the entire school. Technology Hub included in Master Plan Hydrotherapy Zone planned in Master Plan Life Skills Zone planned for in Master Plan 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
2 nd and 3 rd tier Intervention support will be based on assessments and data collection	Occupational therapy staff will be responsible to lead whole school initiatives that include: 'Are you Ready to Learn', 'Social Safety', 'Learn to Play', 'Circle Concept', 'Travel Education', 'Work Skills', Speech therapy staff will be responsible to lead 'school wide AAC', 'Core Vocab', Reading Assessments Physiotherapists will document, evaluate, report and make recommendations to whole school on the progress of students working within PMP, Hydrotherapy and individualised Physiotherapy program.	OT SP Physio		6 months: Therapists will present emerging evidence related to student improvements within each research area.	● ● ●	Therapy provision is recognised by teachers as being frequently available and supporting student outcomes	\$5000	
				12 months: Evidence of student improvement is available from each therapy discipline. Parent survey of 'Therapy Services' has improved from 2016 levels of 6.07 to 2014 levels of 6.42 or higher	● ● ●	Parent Opinion Survey outcomes for therapy provision has improved from 2016	\$5000	
Performing arts and music will reengage students interests and promote	Contact Back To Back Theatre	Donella (2days per week)		6 months: Performing arts teachers will undertake ½ the actions listed by end of term 2	● ● ●	Positive anecdotal reports received from parents	\$1000	



active participation on and off campus	1 musical incursion or invitation to performer, choir, orchestra etc. each term in music room (contact RAWCUS), 2 school excursions to a performance (school and city) 3 choir performances in the local community (Rosedale, Southland, Concert) 2 Dance groups formed (Primary and Secondary) Groups to watch Ballet Dance Troup perform locally and at school (on two occasions) Instrumental lessons offered in small group and individually (violin, percussion, piano, guitar) Band formed and perform in local community and at school (on two occasions) Invite weave movement to perform at school or visit performance Whole School concert is held at the end of the year on campus.	Siobhan (5 days)		12 months: Performing arts teachers will undertake ¾ of all actions PA teachers will evaluate the success of all active participation band has played within school and community Student hactivities and present to school council	● ● ●	Three performances across community Band has played within the community Students have learnt new musical skills with instruments Whole school concert at end of year engages all students	\$1000	
Visual Arts program will reengage students interests and promote active participation on and off campus	Students exhibit in the Chelsea Rotary Art Competition Student exhibition in Mentone Gallery Student Art Club produce Inters and Seniors Outdoor area beautification project Excursion of interested (older students) and their families to the Supported Studio Network Invite a leading illustrator to volunteer a day with our students in the art room Continue to advertise for interested Volunteer Art Therapists and Support Personal to work alongside students in Art Room Nominate 3 students with a passion for Art to exhibit in HEIST Gallery Tutti Arts excursion Yarrabah Art Exhibition at local venue (with sponsors) Art Camp held at Blackwood	Jennifer ES	Year	6 months: Visual Arts teachers will undertake ½ the actions listed by end of term 2	● ● ●	Art camp has been publicised in newsletter and students have experienced a range of options	\$1000	
				12 months: Visual Arts teachers will undertake 3/4 of the actions listed by end of term 4 VA teacher will evaluate the success of all active participation activities and present to school council	● ● ●	Art shows and excursions have been undertaken. Students exhibited in Chelsea Art show.	\$1000	
Library program will reengage students interests and promote active participation and interest in literacy related activity on and off campus	Library club run at least 4 times a week. Excursions to: libraries x3 Book of the Fortnight - librarian to highlight the book through the school newsletter. Construct Themes for each term Core Vocab board - speech will be the basis for word work (explicitly teach each word in context) Term planner uploaded to Intranet 1 term in advance. Incursion: story teller, Puppet show, performer, etc	David		6 months: Library teacher will undertake ½ the actions listed by end of term 2	● ● ●	Students are provided appropriate books based on recommended reading levels by classroom English teacher during library sessions	\$900	
				12 months: Library teacher will undertake ¾ of the actions listed by end of term 2 Library teacher will evaluate the success of all active participation activities and present to school council	● ● ●	Students are able to recognise the core vocab board and use it to support communication during library sessions	\$900	
Health, Physical Education and Outdoor Education specialists will engage students interests and promote active participation on and off campus	Specialist camps will be held at Blackwood in Leadership, Art, and Adventure. Class group Camps will be held at alternate locations Bike riding program will be run on and off campus utilizing local tracks in preparation for Bike Camp (Alpine Ride).	Brendan Judy Samantha	T1,2,3 Year Term 1 Year	6 months: Health, Physical Education and Outdoor Education specialists will undertake ½ the actions listed by end of term 2	● ● ●	More students are engaged in outdoor activity Advance activities promote greater participation from students	\$3500 H&PE +Adva nce \$5000 camp	



	Gym equipment will be resourced to provide Gym and Fitness class groups in room 11 for Inter and Senior students City Camp will be run for senior students Interschool Swimming and Sports program will be maintained After school sports (extra Curricula) program will be run in conjunction with local sporting clubs and advertised in advance.		T3 or 4				\$500 Bike ed	
				12 months: Health, Physical Education and Outdoor Education specialists will undertake ¾ of the actions listed by end of term 2 Health, Physical Education and Outdoor Education specialists will evaluate the success of all active participation activities and present to school council	● ● ●	Gym equipment has been collected Students are riding more across the school Extra curricula sports activities promote active and healthy lifestyles	\$3500 H&PE +Advance \$5000 camp \$500 Bike ed	
Hands On Learning Program will engage students interest in trade, construction and horticulture related work by promoting active participation on and off campus	Will write to HOL outlining the conversations held in 2016 regarding support and funding and to evaluate partnership Video the program and create a short documentary on the progress of a select number of students Provide opportunities for middle students to develop skills in project related work during 1 short session per week and whole day opportunities for inter and senior students. Build partnership with Mordialloc Mens Shed, Mordialloc shop owners, Kingston Council to develop recognition and understanding of student abilities and enterprise.	meet Roger or Steve from HOL end of t1 Year Year	Mark Doug Matt Videograp her	6 months: 12 months: HOL specialists will evidence all actions listed by end of term 4 HOL specialists will evaluate the success of all active participation activities and present to school council	● ● ● ● ● ●	Collaboration with HOL Australia Developed a HOL video for future participants School has links to Mordialloc High Street and Bunning Mentone in the sale of Cratemastrees More students are showing interest in woodwork, manual and trade based experiences for 2018 electives.	\$2500 \$2500	
Horticulture zones are established and students allocated Kitchen Garden (science) goals in all sections	The coordinators will structure timetabled sessions for sections of the school. Students will work alongside a garden specialist and kitchen specialist to develop understandings of how things grow, fun with food, kitchen skills and how to prepare simple meals. Student activity in the program will enable teachers the option to set goals and assess within science The kitchen garden program will reinforce communication options	Clair Helen Melinda Di Ally Phoebe		6 months: 12 months: Horticulture specialists will evidence all actions listed by end of term 4 Horticulture specialists will evaluate the success of all active participation activities and present to school council	● ● ● ● ● ●	Students are enjoying the Fun with Food program A selection of students have decreased food sensitivity Gardens are encouraging students to explore, learn about growth and cooperate.	\$1750 \$1750	
School has completed a detailed Master Plan identifying facility upgrades in stages, linked directly to school improvement objectives within	Work with planning team to support the development of schematic designs. Work with the planning team to develop initial floor plans of each building and the internal room layouts and relationships.	Matt Brendan Elisa Samantha Helen Gary Lauri	By term 4	6 months:	● ● ●		\$1000	



Achievement, Engagement and Wellbeing	<p>Liaise with department and community partners to communicate importance of securing appropriate budget allocation</p> <p>Liaise with community partners to plan a hydrotherapy center, location and cost</p> <p>Develop within MP technology and science related facilities.</p>	Sophia Kate Therapy		<p>12 months:</p> <p>Schematic designs have been completed</p> <p>Floor plans have been completed</p> <p>Publication in local media has occurred</p> <p>Liaison with local member of parliament and community partnerships have been effective</p> <p>Hydrotherapy centre has been planned, scoped and located on future site.</p>	● ● ●	Master plan has been developed and schematic drawings have been complete with an allocation in the state government budget.	\$1000	
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Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	3 - Embedding	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	3 - Embedding	
	Evidence-based high impact teaching strategies	Yes	4 - Excelling	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	Yes	3 - Embedding	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for	Empowering students and building school pride	No	Select status	



	Setting expectations and promoting inclusion	Yes	3 - Embedding	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	Yes	4 - Excelling	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Next Steps:				

