

Annual Implementation Plan: for Improving Student Outcomes

School name: Sunshine Special Developmental School

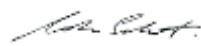
School number: 5267

Year: 2017

Based on strategic plan: 2016 - 2019

Endorsement:

Principal: Colin Schot



21/02/2017

Senior Education Improvement Leader: Anne Fox

21/02/17

School council: Danny Smith



21/02/2017

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 individual student learning growth in a culture of high expectations To improve student and parent engagement in learning To create and maintain a collaborative, safe, stimulating and positive learning environment To align structures and resources to achieve improved individual student learning growth 	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:	
<p>The review and analysis of our 2016 Annual Implementation Plan by the leadership team and staff, identified the following priorities for 2017. Consultation with our Senior Education Improvement Leader, Anne Fox also firmed up these priorities for action in 2017.</p> <p>The Victorian Curriculum is mandated for full implementation in 2017, this has been identified as ongoing work to contribute to the continued development of the Guaranteed and Viable Curriculum of the school. The continued focus on our Teaching and Learning essentials, Instructional Framework and planning processes including a 2-year Curriculum Map will be pivotal to this process.</p> <p>The school has used the PLC Matrix to plot current performance and identify target areas for improvement and our involvement in the DET PLC initiative supports the school's focus on building capacity through highly effective PLTs.</p> <p>Communication for students at SSDS is a high priority as 85% of students are non-verbal. The implementation of Alternative and Augmentative Communication strategies including Proloquo2Go continues to be a focus.</p> <p>The school has appointed five new PLT leaders for 2017. Using the Professional Leadership Continua of Practice in the areas of 'Building Teams' and 'Instructional and Shared Leadership' we will assess our current practice to identify the support required to assist the leadership growth of these new leaders.</p>	
Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
Building Practice Excellence	<ul style="list-style-type: none"> Develop and embed a consistent Instructional Framework Develop a communication rich environment and create opportunities for student voice Build capacity of teachers to collaboratively analyse data, plan and measure impact within PLTs
Curriculum Planning and Assessment	<ul style="list-style-type: none"> Develop capacity of individuals and teams to implement Instructional Framework consistently Successfully implement the Victorian Curriculum in the context of further enhancing a guaranteed and viable curriculum
Professional Leadership	<ul style="list-style-type: none"> Build the capacity of leadership teams

Section 2: 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		To improve individual student learning growth in a culture of high expectations							
IMPROVEMENT INITIATIVE		Building Practice Excellence							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 98% or above of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the Learning Areas of English, Mathematics, Personal and Social Capability and Science Maintain School Climate Module Staff Opinion Survey data above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning Improve School Climate Module Staff Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in Academic Emphasis Improve Learning Focus results within the Parent Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in 2018 							
12 MONTH TARGETS		As Above Student learning growth demonstrated with and across ABLES and Victorian Curriculum Levels within the Learning Areas of English, Mathematics, Personal and Social Capability and Science							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
Estimate	YTD								
Develop the capacity of individuals and teams to implement a consistent Instructional Framework including Teaching and Learning Essentials	<ul style="list-style-type: none"> Employ a Teaching and Learning Coach Align the Professional Learning calendar to Instructional Framework and Teaching and Learning Essentials Develop and deliver content for targeted PL Timetabled and resource peer observation with a focus on the implementation of Teaching and Learning Essentials and Instructional Framework Use the FISO continuum to plan and evaluate progress on this key improvement strategy (Teaching and Excellence) 	Principal Assistant Principal Learning Centre Leaders Leadership Team	Term 1 Term1 Terms 1234 Terms 1234 Terms 2,4	6 months	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	22866		
				<ul style="list-style-type: none"> All teachers implementing Learning Intentions and Success Criteria Documented peer observation tool to evidence impact of PL Observation tool evidences implementation of Teaching and Learning Essentials and Instructional Framework Professional Learning Calendar documented and distributed School Improvement Network Teacher Self-evaluation Survey completed FISO continua baseline data collected (Leadership Team) 					
				12 months:	● ● ●				
Develop a communication rich environment and create opportunities for student voice	<ul style="list-style-type: none"> Employ an AAC consultant Implement a school wide Balanced Literacy Framework Extend school wide implementation of Proloquo2Go Teaching and Learning Essentials implemented in every classroom 	Leadership Team Learning Centre Leaders	Term1 Terms 1,2 Terms 1,2,3,4	6 months:	● ● ●		84300		
				<ul style="list-style-type: none"> Teachers implementing Balanced Literacy <ul style="list-style-type: none"> - Signing In - Morning Message - Predictable word charts - Core Words Staff confidently modelling Proloquo2Go 40% of the time 					

			Terms 1,2,3,4	<ul style="list-style-type: none"> Classrooms demonstrate implementation of Teaching and Learning Essentials 					
				12 months: <ul style="list-style-type: none"> All teacher implementing Balanced Literacy <ul style="list-style-type: none"> Shared and Guided reading Reading and Writing Strategies Classrooms demonstrate implementation of Teaching and Learning Essentials ABLES and Victorian Curriculum data reflects learning growth in English 	● ● ●				
Build capacity of teachers to collaboratively analyse data, plan and measure impact within PLTs	<ul style="list-style-type: none"> Implement the Inquiry Cycle consistently across PLTs with an emphasis on 'examine student data' Develop a data continuum to track student progress Implement collaborative planning processes Review and redesign weekly and termly planning documentation and expectations Use the FISO continua to evaluate progress in building practice excellence 	PLT Leaders	Terms 1, 2, 3, 4	6 months: <ul style="list-style-type: none"> FISO continua baseline data collected (Leadership Team) Data wall evidenced in the PLT room Draft planning documentation completed 	● ● ●				
		Learning Centre Leaders	Terms 1, 2, 3, 4	12 months: <ul style="list-style-type: none"> Data within PLC Matrix reflects growth in team capacity FISO continua demonstrates growth across levels (Leadership Team) Planning documentation and processes completed and included in Curriculum Implementation Guide 	● ● ●				
		Leadership Team	Terms 1, 2, 3, 4						
			Term 1						
			Terms 1, 2						



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve student learning growth in a culture of high expectations						
IMPROVEMENT INITIATIVE		Curriculum Planning and Assessment						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 98% or above of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the Learning Areas of English, Mathematics, Personal and Social Capability and Science Maintain School Climate Module Staff Opinion Survey data above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning Improve School Climate Module Staff Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in Academic Emphasis Improve Learning Focus results within the Parent Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in 2018 						
12 MONTH TARGETS		As Above Student learning growth demonstrated within and across ABLES and Victorian Curriculum Levels within the Learning Areas of English, Mathematics, Personal and Social Capability and Science						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
Successfully implement the Victorian Curriculum in the context of further enhancing a guaranteed and viable curriculum	<ul style="list-style-type: none"> Map the Victorian Curriculum to <ul style="list-style-type: none"> Balanced Literacy Classroom Curriculum Design Implement the Victorian Curriculum through Inquiry Units Develop a 2year Curriculum Map Use the FISO School Continua to evaluate progress on curriculum planning and assessment 	Learning Centre and PLT leaders Assistant Principal Leadership Team	Terms 1, 2, 3, 4	6 months: <ul style="list-style-type: none"> Baseline data collected (Survey Monkey) Documentation reflects alignment of the Victorian Curriculum to balanced Literacy Framework 2 Year Curriculum Map documented FISO continua baseline data collected (Leadership Team) 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	9,894.20	
				12 months: <ul style="list-style-type: none"> Survey data reflects growth in staff confidence and use of the Victorian Curriculum Planning processes developed to support full implementation of the Victorian Curriculum ABLES data moderated against the Victorian Curriculum FISO continua demonstrates growth across levels (Leadership Team) Staff Opinion Survey indicates growth in Guaranteed and Viable Curriculum 	● ● ●			

Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To improve student learning growth in a culture of high expectations						
IMPROVEMENT INITIATIVE		Professional Leadership						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 98% or above of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the Learning Areas of English, Mathematics, Personal and Social Capability and Science Maintain School Climate Module Staff Opinion Survey data above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning Improve School Climate Module Staff Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in Academic Emphasis Improve Learning Focus results within the Parent Opinion Survey data from the 77th percentile in 2015 to the 85th percentile in 2018 						
12 MONTH TARGETS		As Above Student learning growth demonstrated within and across ABLES and Victorian Curriculum Levels within the Learning Areas of English, Mathematics, Personal and Social Capability and Science						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build the capacity of leadership teams	<ul style="list-style-type: none"> Develop an action plan to support the Professional Learning of leaders Employ consultants to lead the Professional Learning of Leaders Participate in the DET, PLC Initiative Phase 1 Organisational structure supports the inclusion of PLT Leaders within the broader leadership team Learning Centre Leaders mentor PLT Teacher Leaders Use the FISO Continua to evaluate progress in building the capacity of the leadership 	Principal	Term 1	6 months: <ul style="list-style-type: none"> Action plan completed Consultants employed Members of the Executive and broader Leadership Team participate in professional learning opportunities FISO continua baseline data collected (Leadership Team) 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]	15000	
		Assistant Principal	Terms 3, 4					
		Learning Centre and PLT Leaders		Term 1	12 months: <ul style="list-style-type: none"> Participation in DET PLC initiative FISO continua demonstrates growth across levels (Leadership Team) 	● ● ●		
		Leadership Team	Terms 2, 4					

STRATEGIC PLAN GOALS		To create and maintain a collaborative, safe and stimulating and positive learning environment						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> Improve School Staff Safety and Wellbeing module data within the Staff Opinion Survey from; <ul style="list-style-type: none"> the 67th percentile in 2015 to 77th percentile in 2018 for Staff Psychological Safety the 71st percentile in 2015 to 80th percentile in 2018 for Staff Professional Safety Improve Student Behaviour module within the Parent Opinion Survey from; <ul style="list-style-type: none"> the 60th percentile in 2015 to the 70th percentile in 2018 in Student Safety the 66th percentile in 2015 to the 75th percentile in 2018 in Classroom Behaviour Improve PBS data as evidenced in; <ul style="list-style-type: none"> Tiered Fidelity data from 50% in 2015 to 90% in 2018 Team Implementation Checklist data from 70% in 2015 to 100% in 2018 Effective Behaviour Support survey data from 80% in 2015 to 100% in 2018 						
12 MONTH TARGETS		<ul style="list-style-type: none"> Improve School Staff Safety and Wellbeing module data within the Staff Opinion Survey from; <ul style="list-style-type: none"> the 67th percentile in 2015 to 70th percentile in 2017 for Staff Psychological Safety the 71st percentile in 2015 to 74th percentile in 2017 for Staff Professional Safety Improve Student Behaviour module within the Parent Opinion Survey from; <ul style="list-style-type: none"> the 60th percentile in 2015 to the 65th percentile in 2017 in Student Safety the 66th percentile in 2015 to the 70th percentile in 2017 in Classroom Behaviour Improve PBS data as evidenced in; <ul style="list-style-type: none"> Tiered Fidelity data from 50% in 2015 to 70% in 2017 Team Implementation Checklist data from 70% in 2015 to 85% in 2017 Effective Behaviour Support survey data from 80% in 2015 to 90% in 2017 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to develop Positive Behaviour Support (PBS) to inform teacher and student practice both inside and outside the classroom	<ul style="list-style-type: none"> Develop action plan and deliver Professional Learning Implement PBS Tier 1, 2 and 3 strategies Implement a data system to record minor and major interactions Review and updating of Wellbeing and Inclusion Policy and PBS Policy 	Leadership Team PBS Team PBS Team PBS & Well Being Team	Terms 1, 2, 3, 4	6 months: <ul style="list-style-type: none"> Completed Individual Student Profiles Bright Start Map designed, documented and Professional Learning delivered All Tier 2 and 3 documentation completed Implementation of a trial data system to report incidents through Accelerus Wellbeing and Inclusion Policy updated and ratified by SC PBS Policy updated and ratified by SC 		[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
			Terms 1, 2, 3, 4 Terms 1, 2 Terms 1, 2	12 months: <ul style="list-style-type: none"> Parent opinion survey data reflects growth in the areas of student safety and classroom behaviour Bright Start Map evidenced in all classroom environments Implementation of a trial data system to report incidents through Accelerus 				
Develop broader contexts and environments for learning that meet the diverse needs of	<ul style="list-style-type: none"> Map Professional Learning calendar to Teaching and Learning Essentials Develop and implement the 'Bright Start' program Map Engagement Profiles to Individual Student Profiles 	Assistant Principal Learning Centre Leaders Wellbeing	Term 1 Term 1 Term 1, 2	6 months: <ul style="list-style-type: none"> Professional Learning Calendar mapped and delivered 'Bright Start' Program documented and implemented as evidenced in Learning Walks and classroom observations Individual Student Profiles redeveloped to reflect engagement profiles 				

students	<ul style="list-style-type: none"> Cross reference the Classroom Assistance Tool to Teaching and Learning Essentials 	Coordinator	Terms 1, 2	<ul style="list-style-type: none"> Classroom Assistance tool references Teaching and Learning Essentials 				
		PBS Team		12 months: <ul style="list-style-type: none"> Professional Learning Calendar mapped and delivered 'Bright Start' Program documented and implemented as evidenced in Learning Walks and classroom observations Individual Student Profiles redeveloped to reflect engagement profiles Classroom Assistance tool references Teaching and Learning Essentials 	● ● ●			
Develop community connectedness and engagement	Implement recommendations from the CTS Community Engagement review Use the FISO Continua to evaluate community engagement in learning	Leadership Team	Terms 3, 4	6 months: <ul style="list-style-type: none"> Recommendations documented and implemented FISO continua baseline data collected (Leadership Team) 	● ● ●			
		Leadership Team	Terms 2, 4	12 months: <ul style="list-style-type: none"> Recommendations documented and implemented FISO continua demonstrates growth across levels (Leadership Team) 	● ● ●			



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	Select	Select status	[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 refer to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
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:				

