

2018 Annual Implementation Plan

for improving student outcomes

Sunshine Special Developmental School (5267)



Submitted for review by Nicole Edwardes (School Principal) on 15 December, 2017 at 03:23 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 15 December, 2017 at 07:27 PM
Endorsed by Daniel Smith (School Council President) on 31 January, 2018 at 11:42 PM

Self-evaluation Summary - 2018

Sunshine Special Developmental School (5267)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	
	Vision, values and culture	

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	
	Intellectual engagement and self-awareness	

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	Completing the FISO continua as a Leadership Team has enabled us to gain baseline data, a clear understanding of our strengths and identify clear objectives of the areas of focus for continued improvement and progression.
Considerations for 2019	Use of Student Data - Developing data literacy PLTs - Depth Peer Observation and Coaching structures and opportunities Whole school curriculum planning Student voice, agency and leadership structures and opportunities
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Sunshine Special Developmental School (5267)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve individual student learning growth in a culture of high expectations	98% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; English, Mathematics	Yes	95% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; - English - Mathematics	Building practice excellence
	ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; English, Mathematics	Yes	ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; - English - Mathematics	Curriculum planning and assessment
	Maintain School Climate Module School Staff Survey data above 80% endorsement in the areas of; Guaranteed and Viable Curriculum, Collective focus on Student Learning	No		

	Improve School Climate Module School Staff Survey data from 75% endorsement in 2015 to 80% endorsement in 2018 in the area of; Academic emphasis	No		
	Improve Stimulating Learning results within the Parent Opinion Survey from 77% endorsement in 2015 to 85% endorsement in 2018	No		
To improve student and parent engagement in learning	Improve Student Attendance data by reducing average absence days from 29.87 days per student in 2015 to 28 days per student in 2018	Yes	Improve Student Attendance data by reducing average absence days from 29.87 days per student in 2015 to 28 days per student in 2018	Parents and carers as partners
	98% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; Personal and Social Capability	No		
	ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; Personal and Social Capability	No		

	Improve School Climate module within School Staff Survey data from 70% endorsement in 2015 to above 75% endorsement in 2018, in the area of; Trust in students and parents	No		
	Improve Positive Climate for Learning module within the Parent Opinion Survey from 58% endorsement in 2015 to 70% endorsement in 2018 in the area of School Connectedness and from 66% endorsement in 2015 to 80% endorsement in 2018 in the area of School Support	No		
To create and maintain a collaborative, safe, stimulating and positive learning environment	Maintain School Staff Safety and Wellbeing module data within the School Staff Survey above 70% endorsement in the areas of Staff Psychological Safety and Staff Professional Safety	No		
	Improve Positive Climate for Learning module within the Parent Opinion Survey from; 66% endorsement in 2015 to 75% endorsement in 2018 in the area of Promote Positive Behaviour	No		

	Improve PLS data as evidenced in; Tiered Fidelity data from 50% in 2015 to 90% in 2018	No		
	Improve Effective Behaviour Support survey data from 80% in 2015 to 90% in 2018	No		

Improvement Initiatives Rationale
Using baseline data from the completion of the FISO Continua we have identified the need for a strong focus on the following areas; Use of Student Data - Developing data literacy PLTs - Depth Peer Observation and Coaching structures and opportunities Whole school curriculum planning Student voice, agency and leadership structures and opportunities

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	95% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; - English - Mathematics
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Embed consistent and research driven instructional practice in Literacy
KIS 2	Develop the capacity of individuals and teams to use data to improve instructional practice and measure impact

12 month target 1.2	ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; - English - Mathematics
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Develop whole school curriculum planning documentation and processes to successfully implement the Victorian Curriculum

Goal 2	To improve student and parent engagement in learning
12 month target 2.1	Improve Student Attendance data by reducing average absence days from 29.87 days per student in 2015 to 28 days per student in 2018
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Implement comprehensive communication strategies (AAC) and processes to promote student voice

Define Evidence of Impact and Activities and Milestones - 2018

Sunshine Special Developmental School (5267)

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	95% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; - English - Mathematics

FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Embed consistent and research driven instructional practice in Literacy			
Actions	Implement an effective, evidence-based instructional model as a framework for consistent instruction in Literacy across the school			
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> Explicitly hear the goals of each lesson (Learning Intentions) and how they will know if they have successfully achieved them (Success Criteria) <p>TEACHERS will:</p> <ul style="list-style-type: none"> Consistently implement the schools Instructional model including identified HITS Write succinct learning intentions and success criteria for each lesson Work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement Analyse student data to reflect and review the impact of their practice on learning outcomes Identify and adopt differentiated instructional practices that meet the learning needs of their students Participate in coaching and peer observation opportunities <p>LEADERS will:</p> <ul style="list-style-type: none"> Support staff and build capacity through professional learning and coaching conversations to deepen their understanding of the development of Literacy and the schools instructional model Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks Model the use of the school's instructional model through the PL presented to staff Implement and support the coaching and peer observation model Facilitate and support collaborative practices across the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate the development and implementation of PL on effective Literacy practices and intervention	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Support staff to incorporate a school-wide literacy goal into their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the literacy goal	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,302.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a coaching model, including Peer Observation and observational tool based on identified aspects of HITS and Instructional model	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,900.00 <input checked="" type="checkbox"/> Equity funding will be used
Structure school timetable to support the implementation of the coaching model and peer observation	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attend regional PL on HITS Develop PL program for staff on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,622.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ consultant to develop the capacity of individual teachers to implement Literacy practice	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attend Leading Literacy PL at Bastow to support the development of effective teaching practices across the school	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,622.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ consultant to provide PL on coaching	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	95% of students will achieve expected, above expected or well above expected progress on individual goals (as per ILP) within the domains of; - English - Mathematics

FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Develop the capacity of individuals and teams to use data to improve instructional practice and measure impact			
Actions	Develop teacher knowledge and understanding to - Analyse and use student data to plan for effective teaching - Work as highly effective teams within the PLT process, to improve student learning outcomes through collaborative planning and assessment practices, including moderation.			
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> • Receive explicit feedback on ILP goals • Engage and participate in lessons with highly effective teaching strategies • Demonstrate growth in their ABLES and Victorian Curriculum data <p>TEACHERS will:</p> <ul style="list-style-type: none"> • Work within highly effective PLTs • Work collaboratively with colleagues to develop rigorous and implement moderation processes • Develop and implement moderation processes against common assessment tasks • Analyse student data to reflect and review the impact of their practice on learning outcomes • Implement all curriculum and assessment requirements <p>LEADERS will:</p> <ul style="list-style-type: none"> • Support staff and build capacity through professional learning and coaching conversations to deepen their understanding of the development of Literacy and the schools instructional model • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice • Develop a data wall for trial within PLTs • Facilitate and support collaborative practices across the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop and implement an induction and PL program for PLT Leaders	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Implement the FISO Inquiry Cycle consistently across PLTs	PLT Leaders	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement moderation practices within PLTs	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a data wall to track student growth	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop structures and processes around the triangulation of data using ABLES, the Victorian Curriculum and common assessment tasks	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Spotlight sessions scheduled termly to showcase PLT inquiry cycles	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement features of SeeSaw to be able to evidence progress against individual student goals	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.2	ABLES and Victorian Curriculum assessment data reflects annual student growth as measured against previous data in the domains of; - English - Mathematics
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Develop whole school curriculum planning documentation and processes to successfully implement the Victorian Curriculum

Actions	Develop and implement a suite of documents to reflect the whole school implementation of the Victorian Curriculum Further embed the Instructional model of the school			
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> • Be engaged in scaffolded curriculum design that reflects age and stage of learning <p>TEACHERS will:</p> <ul style="list-style-type: none"> • Contribute to the development of whole school curriculum planning documentation • Work collaboratively with colleagues to plan and implement • Include identified elements of the school's Instructional model and HITS in their planning and practice • Participate in coaching and peer observation opportunities <p>LEADERS will:</p> <ul style="list-style-type: none"> • Support staff and build capacity through professional learning and coaching conversations to deepen their understanding of whole school curriculum planning processes and expectations • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks • Model the use of HITS • Facilitate and support collaborative practices across the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a Curriculum Committee	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate PL to support the development and implementation of Whole School Curriculum Planning	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attend PL to support the development and implementation of Whole School Curriculum Planning	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,866.00 <input checked="" type="checkbox"/> Equity funding will be used

Build staff confidence and knowledge in the implementation of the Victorian Curriculum	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement collaborative planning processes	Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an action plan and implement strategies to support the delivery of the Respectful Relationships Curriculum	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a coaching model, including Peer Observation and observational tool based on identified aspects of HITS and Instructional model	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student and parent engagement in learning
12 month target 2.1	Improve Student Attendance data by reducing average absence days from 29.87 days per student in 2015 to 28 days per student in 2018
FISO Initiative	Parents and carers as partners
Key Improvement Strategy 1	Implement comprehensive communication strategies (AAC) and processes to promote student voice
Actions	Identify and implement an effective, evidence-based instructional model as a framework for consistent instruction in Literacy across the school Develop a shared understanding of children's Literacy development and effective teaching practices to support this
Evidence of impact	STUDENTS will: <ul style="list-style-type: none"> • Have access to comprehensive AAC strategies • Have opportunities to contribute and be heard through the development of Student Leadership processes • Be provided with opportunities for reflection and feedback delivered within our instructional model TEACHERS will:

	<ul style="list-style-type: none"> • Consistently implement and model communication strategies including Proloquo2Go and PODD • Create communication rich learning environments • Identify and adopt differentiated instructional practices that meet the communication and learning needs of their students • Provide opportunities for structured reflection and feedback from students in each lesson • Create communication rich learning environment including access to to PODD and Proloquo2Go for all students all of the time <p>LEADERS will:</p> <ul style="list-style-type: none"> • Support staff and build capacity through professional learning and coaching conversations • Coordinate the support of the consultant to develop staff capacity • Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice • Model the use of AAC including Proloquo2Go and PODD within all coaching sessions and modelling of lessons 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate the development and implementation of PL on effective AAC practices	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Employ consultant to develop the capacity of individual teachers to implement AAC practice	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$31,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead working group to investigate student leadership structures and student voice opportunities	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Full implementation of SchoolStream	Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the embedding of AAC access across the school (iPads, straps, screens, PODD resourcing)	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Seesaw application will directly reflect student growth within ILP	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Sunshine Special Developmental School (5267)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate the development and implementation of PL on effective Literacy practices and intervention	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop and implement a coaching model, including Peer Observation and observational tool based on identified aspects of HITS and Instructional model	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants GROWTH Coaching	<input checked="" type="checkbox"/> On-site
Attend regional PL on HITS Develop PL program for staff on HITS Prepare model lessons to demonstrate selected aspects of HITS Monitor teacher lesson plans for HITS	Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

Employ consultant to develop the capacity of individual teachers to implement Literacy practice	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Helen Tainsh - AAC Consultant	<input checked="" type="checkbox"/> On-site
Attend Leading Literacy PL at Bastow to support the development of effective teaching practices across the school	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Employ consultant to provide PL on coaching	Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants GROWTH Coach	<input checked="" type="checkbox"/> On-site
Develop and implement an induction and PL program for PLT Leaders	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement moderation practices within PLTs	Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Facilitate PL to support the development and implementation of Whole School Curriculum Planning	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate the development and implementation of PL on effective AAC practices	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Employ consultant to develop the capacity of individual teachers to implement AAC practice	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Helen Tainsh - AAC Consultant	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.