

2018 Annual Implementation Plan

for improving student outcomes

Baringa Special School (5079)



Submitted for review by Jennifer O'Donnell (School Principal) on 13 December, 2017 at 04:01 PM
Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 02 March, 2018 at 11:14 AM
Endorsed by Jacqueline Answer (School Council President) on 21 March, 2018 at 05:19 PM

Self-evaluation Summary - 2018

Baringa Special School (5079)

	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	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Excellence in teaching and learning has had a large focus this year. I am really pleased with the improvements that have been made especially through the FISO group in 2017 and working with my cluster colleagues. Middle level leaders have shown improvement in their skills and confidence to take on larger roles, and the promotion of such positions through our FISO processes has encouraged others to put their hand up to try new roles. I believe there is more work to do in both these areas and will continue to be a focus in 2018.
Considerations for 2019	Continued work on the curriculum, assessments and developing middle level leadership is where we need to focus in 2018. Continued development of reflective practises would remain a priority in addition. We would be aiming to clarify our vision for a curriculum, refine and modify assessment regimes and undertake more purposeful moderation tasks.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Baringa Special School (5079)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student outcomes across the school with a particular focus on numeracy.	<p>90% of students will achieve good to excellent progress in maths as measured by the special school curriculum survey.</p> <p>100% of students will demonstrate appropriate learning growth in maths as measured by the agreed whole school curriculum framework</p>	Yes	Complete an audit of current curriculum to reduce the number of curriculum focus areas for students, to ensure a viable curriculum in maths, with clear priority areas for learning identified.	Curriculum planning and assessment
To improve student engagement in own learning.	<p>Improve leadership capacity across the whole school</p> <p>Improvement by 5-10% Staff survey in</p> <ul style="list-style-type: none"> School climate (buffering from intrusions distracting from teaching and learning) currently 65%.Office referrals will decrease from data at term 1 of each year to the end of term 4. 	Yes	Increase the number of leadership opportunities across the whole school	Building leadership teams

	<ul style="list-style-type: none"> Student Suspension rates will show a 5 % drop over strategic plan period 			
To improve all students sense of wellbeing and connectedness to school	<p>Reduction in days of unapproved absence data from 22 days 2014 school year to under 20 days</p> <p>Improvement in Parent Survey</p> <ul style="list-style-type: none"> Connectedness to peers Student Motivation <p>Improvement by 5-10% in Staff survey in</p> <ul style="list-style-type: none"> Trust in students and parents (currently 61%) 	Yes	Reduce the number of unapproved absences to an average of below 20 days	Health and wellbeing

Improvement Initiatives Rationale
<p>The areas chosen above are areas we have been working on over the span of our strategic plan and have made significant progress, but they need more work. On our self assessment we are showing that we are between evolving and embedding so our aim will be to be embedding these practices by the end of the school year. Curriculum has been our number one focus especially in 2017, particularly in maths. The focus should shift away from maths as a stand alone focus and be shared more across the five main curriculum areas we focus on as a Special School.</p>

Goal 1	To improve student outcomes across the school with a particular focus on numeracy.
12 month target 1.1	Complete an audit of current curriculum to reduce the number of curriculum focus areas for students, to ensure a viable curriculum in maths, with clear priority areas for learning identified.

FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Revise teaching and learning program across the school to ensure guaranteed and viable curriculum.
KIS 2	Embed Professional Learning Team systems and protocols
KIS 3	Audit current assessments and develop a whole school approach to assessment and moderation

Goal 2	To improve student engagement in own learning.
12 month target 2.1	Increase the number of leadership opportunities across the whole school
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Build leadership capacity through PLT development
KIS 2	Implement a new organisational structure reflect a more distributive leadership model.

Goal 3	To improve all students sense of wellbeing and connectedness to school
12 month target 3.1	Reduce the number of unapproved absences to an average of below 20 days
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Embed reflective circles practice for staff.
KIS 2	Roll out Functional behaviour analysis across all school staff.

Define Evidence of Impact and Activities and Milestones - 2018

Baringa Special School (5079)

Goal 1	To improve student outcomes across the school with a particular focus on numeracy.			
12 month target 1.1	Complete an audit of current curriculum to reduce the number of curriculum focus areas for students, to ensure a viable curriculum in maths, with clear priority areas for learning identified.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Revise teaching and learning program across the school to ensure guaranteed and viable curriculum.			
Actions	<p>Develop whole school vision of Baringa's curriculum provision</p> <p>Provision of Whole school professional development in curriculum auditing methods</p> <p>Review and modify current continuum to reflect a core curriculum</p> <p>Develop a comprehensive curriculum plan with achievement levels, ILP considerations, and time allocations from curriculum priority areas</p> <p>Establish Curriculum team led by curriculum leading teacher to lead curriculum assessment and development</p>			
Evidence of impact	<p>The curriculum will be more compact and identify priority areas of focus for Baringa students. Reporting will reflect progress against I.L.P's and teacher planning will show a link to ILP goals, whole class targets and have evidence of differentiation for students at all levels.</p> <p>All students will show progress against identified ILP goals</p> <p>Reporting and planning systems will be less time intensive to use.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leading teacher appointment Professional development for all teaching staff PLT/section audits	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$110,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student outcomes across the school with a particular focus on numeracy.			
12 month target 1.1	Complete an audit of current curriculum to reduce the number of curriculum focus areas for students, to ensure a viable curriculum in maths, with clear priority areas for learning identified.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Embed Professional Learning Team systems and protocols			
Actions	Re establish PLT teams and identify leaders of each team Plan with Moe cluster FISO group PD plan for PLT leaders and observations in 2018 Re-visit team protocols and team focus Identify whole staff focus on PLT matrix and establish at team level for each PLT Teams are to identify goals and strategies for improvements Individual student improvement goals identified within each PLT, strategies to move each student to next level of learning identified			
Evidence of impact	PLT teams will have a plan for development PLT teams will show improvement on PLT matrix PLT leaders will report equitable contributions from all team members Team members can clearly articulate student progress of goals after implementation of strategies			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Modify and maintain Sentral data collection system PLT leader PD/observation sessions to be timetabled PLT teams meet fortnightly	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve student outcomes across the school with a particular focus on numeracy.			
12 month target 1.1	Complete an audit of current curriculum to reduce the number of curriculum focus areas for students, to ensure a viable curriculum in maths, with clear priority areas for learning identified.			
FISO Initiative	Curriculum planning and assessment			

Key Improvement Strategy 3	Audit current assessments and develop a whole school approach to assessment and moderation			
Actions	Provision of Whole school professional development in curriculum auditing methods Audit each of the five priority curriculum areas as a whole teaching staff, beginning with Maths curriculum Establish Core curriculum- "must know" followed by "good to know" and "nice to know" elements of the curriculum			
Evidence of impact	Curriculum will be more compact and school priorities clearly identified Staff will be using a clear curriculum plan in maths			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
PD term 2- Whole staff	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student engagement in own learning.			
12 month target 2.1	Increase the number of leadership opportunities across the whole school			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 1	Build leadership capacity through PLT development			
Actions	PLT leaders to participate in Cluster PD for middle leaders New PLT leaders to be established where appropriate All T2 teachers have allocated extra area of responsibility			
Evidence of impact	More staff feeling comfortable to take on a leadership role. Allocated T2 roles are part of PDP plan			
Activities and Milestones	Who	Is this a Professional Learning	When	Budget

		Priority		
PLT meetings and observations of cluster school PLT teams Distribution of T2 teachers responsibility charts	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve student engagement in own learning.			
12 month target 2.1	Increase the number of leadership opportunities across the whole school			
FISO Initiative	Building leadership teams			
Key Improvement Strategy 2	Implement a new organisational structure reflect a more distributive leadership model.			
Actions	Appoint Leading teacher to establish and lead curriculum team. Appoint Learning Specialist to devise classroom observation program and protocols Section leaders to take responsibility for allocated staff PDP's, ILP and report approvals Professional development for new leaders to develop skills			
Evidence of impact	Staff PDP's established effectively Classroom observation system and protocols are operational with a focus on improving teaching and learning Curriculum team meet regularly and develop a plan to audit and modify curriculum plans			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Meeting schedule to reflect allocated meeting times for both PLT teams and Curriculum team	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$200,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve all students sense of wellbeing and connectedness to school			
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12 month target 3.1	Reduce the number of unapproved absences to an average of below 20 days			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	Embed reflective circles practice for staff.			
Actions	Form new reflective circles teams with current facilitators participating in groups Re-visit protocols Introduce staff participating for the first time to the process Timetable 2 meetings per term 1,2,3&4. Increase in Chaplain hours			
Evidence of impact	Increased problem solving skills with regard to behaviour management using a team approach Process provides a valuable de-brief with colleagues in a supported, confidential forum, developing staff resilience Staff will be empowered to follow through with behaviour planning and FBA design			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student wellbeing team to re-establish reflective circles groupings and re allocate facilitators in term 1 Resilience PD in term 1 for all staff, techniques to be utilised in reflective meetings Chaplain will increase to 4 days per week from term 1	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$37,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To improve all students sense of wellbeing and connectedness to school			
12 month target 3.1	Reduce the number of unapproved absences to an average of below 20 days			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 2	Roll out Functional behaviour analysis across all school staff.			
Actions	Current trained staff to train other staff			

	Students identified for priority FBA development Data collected to support progress or otherwise of students behaviour management plans			
Evidence of impact	Decrease in office referrals for identified students Behaviour management plans implemented by all staff across the school. Information shared with whole staff at briefing for consistency of management			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Welfare staff to implement FBA training Behaviour management plans and FBA plans outlined for identified students by the end of term 1	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Baringa Special School (5079)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Leading teacher appointment Professional development for all teaching staff PLT/section audits	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> External consultants TBD	<input checked="" type="checkbox"/> On-site
Modify and maintain Sentral data collection system PLT leader PD/observation sessions to be timetabled PLT teams meet fortnightly	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Moe cluster schools

PD term 2- Whole staff	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> On-site
PLT meetings and observations of cluster school PLT teams Distribution of T2 teachers responsibility charts	School Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Meeting schedule to reflect allocated meeting times for both PLT teams and Curriculum team	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student wellbeing team to re-establish reflective circles groupings and re allocate facilitators in term 1 Resilience PD in term 1 for all staff, techniques to be utilised in reflective meetings Chaplain will increase to 4 days per week from term 1	Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Hugh Van Cuylenburg	<input checked="" type="checkbox"/> Off-site Premier function centre Traralgon
Student Welfare staff to implement FBA training Behaviour management plans and FBA plans outlined for identified students by the end of term 1	Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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