

Annual Implementation Plan - 2025

Select annual goals and KIS

Baringa Special School (5079)



Baringa School

Submitted for review by Kelly Mether (School Principal) on 13 December, 2024 at 03:41 PM
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 17 December, 2024 at 10:56 AM
Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student outcomes with a focus on literacy.	Yes	<p>By 2026, increase the proportion of students meeting the Reading goals for each year of the ILP from 70% in semester 1 of 2022 to 80%.</p> <p>By 2026, increase the proportion of students meeting the Writing goals for each year of the ILP from 70% in semester 1 of 2022 to 80%.</p> <p>By 2026, increase the proportion of students meeting the Speaking and Listening goals for each year of the ILP from 70% in semester 1 of 2022 to 80%.</p> <p>By 2026, improve the percentage positive endorsement on the School Staff survey in:</p> <ul style="list-style-type: none"> • the Teaching and learning planning module from 72% in 2021 to 80% • the Teaching and learning evaluation module from 70% in 2021 to 77% • the Instructional leadership factor from 65% in 2021 to 75% 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Does not align with main focus for 2025.</p> <p>Does not align with main focus for 2025.</p> <p>By the end of 2025, the proportion of students meeting the Speaking and Listening goals for each year of the ILP will increase from 70% to 75%</p> <p>By the end of 2025, the improvement of the percentage positive endorsement on the School Staff survey in:the Teaching and learning planning module from 72% in 2021 to 80%the Teaching and learning evaluation module from 70% in 2021</p>

To improve students' independence.	Yes		to 77%the Instructional leadership factor from 65% in 2021 to 75%
		<p>By 2026, increase the following factors on the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Emotional awareness and regulation from 80% in 2021 to 85% • Sense of confidence from 85% in 2021 to 90% 	Does not align with main focus for 2025.
		<p>By 2026 in the SWPBS data:</p> <ul style="list-style-type: none"> • Proportion of students who had referrals for additional support at Tier 1 to be 80%. Baseline data in 2021 was 75% • Proportion of students who had referrals for additional support at Tier 2 to be 15%. Baseline data in 2021 was 20% 	Does not align with main focus for 2025.
		<p>By 2026, improve the percentage positive responses on the School Staff Survey in the Applicability of professional learning factor from 64% in 2019 to 70%.</p>	Does not align with main focus for 2025.
		<p>By 2026, improve the percentage positive responses on the Parent Opinion Survey for the measure Overall student development from 77% in 2021 to 83%.</p>	By 2026, improve the percentage positive responses on the Parent Opinion Survey for the measure Overall student development from 77% in 2021 to 83%.
		<p>By 2026, improve the proportion of students participating in community-based post-school preparative programs from 80% in 2021 to 85% for students whose attendance was at or above 85%.</p>	By the end of 2024, the proportion of students participating in community based post school preparative programs will increase from 80% to 82%. ith main focus for 2025.

Goal 1	To improve student outcomes with a focus on literacy.	
12-month target 1.1	Does not align with main focus for 2025.	
12-month target 1.2	Does not align with main focus for 2025.	
12-month target 1.3	By the end of 2025, the proportion of students meeting the Speaking and Listening goals for each year of the ILP will increase from 70% to 75%	
12-month target 1.4	By the end of 2025, the improvement of the percentage positive endorsement on the School Staff survey in: the Teaching and learning planning module from 72% in 2021 to 80% the Teaching and learning evaluation module from 70% in 2021 to 77% the Instructional leadership factor from 65% in 2021 to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop document and implement an evidence-based whole school approach to literacy with an initial focus on writing	No
KIS 1.b Teaching and learning	Deepen the capacity of all teaching staff to use data to inform their teaching and to assess effectiveness of their practice.	No
KIS 1.c Leadership	Develop the capabilities and skills of leaders to support school improvement including the implementation of the whole school approach to literacy.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This KIS is a focus for 2024, as with the new phonics program mandates, we want to ensure consistency of whole school practice. In 2023 all Upper Primary classrooms were working on InitialLit foundation. In 2024, we have had a 42% positive increase in levels, with 3 UP classrooms now working in InitialLit level 1 or above. In Secondary, we have seen a 16% positive increase in levels, with 3 UP classrooms now working in InitialLit levels. Planning documents reflect variance in time dedicated to phonics (MultiLit program), hence selecting the KIS to ensure consistency of practice across the whole school. Similarly, with the introduction of Victorian Curriculum 2.0, we want to upskill our school leaders to drive this change and support their units with this transition. In prioritising this KIS, this will promote collaboration between Curriculum leaders, Wellbeing leaders and Allied health staff.</p> <p>Having a greater EFT of Speech Pathologists in 2025, this KIS will allow us to prioritise the engagement of our students who heavily rely on AAC to support literacy.</p>
<p>Goal 2</p>	<p>To improve students' independence.</p>
<p>12-month target 2.1</p>	<p>Does not align with main focus for 2025.</p>
<p>12-month target 2.2</p>	<p>Does not align with main focus for 2025.</p>
<p>12-month target 2.3</p>	<p>Does not align with main focus for 2025.</p>
<p>12-month target 2.4</p>	<p>By 2026, improve the percentage positive responses on the Parent Opinion Survey for the measure Overall student development from 77% in 2021 to 83%.</p>
<p>12-month target 2.5</p>	<p>By the end of 2024, the proportion of students participating in community based post school preparative programs will increase from 80% to 82%. ith main focus for 2025.</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>
<p>KIS 2.a Teaching and learning</p>	<p>To develop, document and implement a whole school approach to the teaching of functional life skills related to the curriculum.</p> <p>Yes</p>
<p>KIS 2.b Engagement</p>	<p>To develop and consistently implement Tier 1 and 2 SWPBS interventions throughout the school.</p> <p>No</p>

<p>KIS 2.c Leadership</p>	<p>To develop and embed the requisite skills in staff, contextualised to the school in terms of student behaviour and teaching strategies.</p>	<p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>During the 2022 school review, the panel identified the need to audit the schools functional life skills programs, with the intention of formalising the program to ensure consistency across the school and improving post school outcomes for our students. In 2024, we identified the needs and baseline knowledge of functional life skills throughout the school. Prerequisite life skills were identified for each age group, and staff identified that a whole school scope and sequence document was required, to support the consistent teaching of functional life skills. In 2024 we have also determined goals for the functional life skills project and mapped out a process for targeted implementation. We have completed an exploration and analysis of data, examined and reviewed previous and current teaching program and resources. There has been collaborative discussions at unit level relating to unpacking each skill area and identifying functionality of skill areas. Our next step in 2025, is to map out and design a scope and sequence of Functional Life Skills.</p>	