

2016 Annual Implementation Plan: for Improving Student Outcomes

5162

Melton Specialist School 2016

Based on Strategic Plan 2016-2019

Endorsements

Endorsement by School Principal	Signed..... Name: Evan Savage Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
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	

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Significant changes in the school leadership structure, the 2014 Peer Review and the High Reliability Schools Framework have all influenced the selection of the identified 'Initiatives'. From 2015, the school will focus on creating a Safe and Collaborative Culture that will enable optimal learning conditions so that students can access and engage a challenging, yet achievable curriculum that is tailored to their individual learning, social, emotional and pathway needs. The school has been identified at a region level as a priority for change resulting in the redevelopment of the strategic plan in 2015.</p>	
Key Improvement Strategies (KIS)	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
Curriculum planning and assessment	<ul style="list-style-type: none"> • Ensure consistent instructional practice across the school. • Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child. • Develop highly effective Professional Learning Teams across the school. • Establish a guaranteed and viable curriculum.
Building leadership teams	<ul style="list-style-type: none"> • Documented and implemented Leadership structure • Commitment to Professional Learning for all members of the leadership team including middle level leadership • Provide staff with opportunities to lead and develop capacity as a school leader
Setting expectations and promoting inclusion	<ul style="list-style-type: none"> • Implement and embed a consistent whole school approach in School Wide Positive Behaviour Support • Develop a whole school focus and build teacher capacity on the delivery of highly effective programs that supports an engaging curriculum.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve student outcomes in Literacy and Numeracy.	Targets	<p>By 2019 – Growth Targets</p> <ul style="list-style-type: none"> All students achieve a growth in each 12 months from 2016 to 2019 in literacy and numeracy. Staff Opinion Survey (comparative to other special schools) indicates improvement around collective focus on student learning All students will achieve good progress or above in their ILP goals. Cohort Growth targets will be established each year based on current data analysed the previous year. 		
		12 month targets	<p>By semester 1, 2016,</p> <ul style="list-style-type: none"> Benchmark data (working towards AusVELS Levels) will be collected for all students from Prep- Year 10 using the Judgement tool Teachers’ P and D goals are established based on student achievement goals in the AIP <p>By Semester 2 2016,</p> <ul style="list-style-type: none"> Teacher assessment against the ABLES and AusVELS will indicate 100% of students (Prep- Year 10) are achieving learning growth in English There is an increase percentage of students achieving three or above in ILP goals in English. By Semester 2 2016, all teachers reached their Performance and Development goals based on the AIP <p>Staff Opinion Survey School has a data trend that shows improved Staff Opinion survey and is comparative with the trend of Special Schools State trend</p> <ul style="list-style-type: none"> To increase Collective Focus on Student Learning from 68.61 to 72.61 To increase Guaranteed and Viable Curriculum from 57.87 to 62.00 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Ensure consistent instructional practice across the school.	<ul style="list-style-type: none"> Develop and Implement “non-negotiable” teaching and learning expectations 	<ul style="list-style-type: none"> Workshops at section meetings and Staff meetings are scheduled Professional Learning planned and implemented for PLT leaders Literacy Implementation Plan developed in Middle Years and Junior Section of the school. Curriculum Day (April 22) focus on Instructional Practice (Reading) Internship program within the School Improvement Network established for PLT leaders at the school. Twilight sessions reflect teacher needs as per school’s Teacher Evaluation survey. P and D discussions scheduled 	<p>AP – Curriculum and Innovation Section Leaders (MY and Junior)</p> <p>AP – Curriculum and Innovation Learning Consultant- Leslie T</p> <p>Section Leaders</p> <p>Leslie T</p> <p>AP – Curriculum and Innovation Section Leaders (MY and Junior)</p> <p>PCT</p> <p>PCT</p>	<p>Terms 1-4</p> <p>Term 1- 4</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2-3</p> <p>Terms 2-3</p> <p>Term 1,3 and 4</p>	<ul style="list-style-type: none"> Documented non- negotiable Targeted group of practitioners will implement and lead instructional changes within PLTs/ Sections. Implementation plan developed for literacy intervention in 2016 for each are of the school (section) Develop a planning tool for teaching literacy and inquiry across the school. structure Timetable leaders to have release time Establish a mentoring/ coaching consultant Common understanding of highly effective PLTs Consistency achieved in operation of PLTs, the Du Fours for questions being a key driver. 20% of teaching staff will be involved in co teaching program (internship) with teachers from other schools in the School Improvement network. learning teacher appointed to team teach with targeted classroom teachers to integrate ICT into literacy.

<p>Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child.</p>	<ul style="list-style-type: none"> Review and refine existing whole school assessment schedule Professional Learning Teams develop skills in moderation around literacy 	<ul style="list-style-type: none"> Resource allocation budget Professional Learning and Time allocated for teachers to complete benchmark data. Section meeting and staff meeting agenda is aligned to assessment schedule Ensure Professional Learning is aligned to AIP PLT and Section meetings Assessment Schedule implemented across the school Professional Learning for teachers on use of data to inform ILP goals Regular Professional development opportunities for PLT leaders with Educational Consultant Judgement Tool ABLES assessments ePortfolios 	<p>Principal</p> <p>ICT team/ AP</p> <p>Section Leaders/ APs</p> <p>PD committee</p> <p>PLT leaders/ Section Leaders</p> <p>Nicole Edwardes</p> <p>Section Leaders</p> <p>Leslie T</p>	<p>Term 1</p> <p>Term 2</p> <p>Term 2-4</p> <p>Term 1-4</p> <p>Term 1-4</p> <p>Term 1</p> <p>Term 1-4</p>	<ul style="list-style-type: none"> Assessment Schedule revised and implemented at a whole school level Investigate and implement a whole school data tool used by other schools in the School Improvement Network Professional Learning sessions scheduled in early term one on Setting SMART goals using data. Moderation of ILPS, Reports, ABLES are scheduled in the PLT calendar Develop partnerships with external experts e.g. Kerry Wood (Melbourne University) Timetable developed and implemented that outlines twilight sessions and internship program for leaders within the school Improvement network Consultancy support established with a teaching and learning consultant. (Leslie T) Instructional leadership courses undertaken by Bastow Teaching staff will attend twilight sessions through school Improvement Network
<p>Develop highly effective Professional Learning Teams across the school.</p>	<ul style="list-style-type: none"> Review current structure of PLT and Leadership Team Build Leadership Capacity through Professional Learning Develop and further deepen the involvement with School Improvement Network 	<ul style="list-style-type: none"> Resource allocation Special payments Regular PLT Leaders' meetings scheduled Professional Learning for PLT Leaders Bastow programme for section leaders Twilight sessions Internship program within the School Improvement Network established for PLT leaders at the school. Professional Learning for PLT teams on Inquiry Planning 	<p>Principal</p> <p>AP</p> <p>Educational Consultant</p> <p>AP/ PCT</p> <p>PCT</p> <p>PCT</p> <p>SIN- staff from within the network</p>	<p>Term 1</p> <p>Weekly terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 2-3</p> <p>Term 1- 3</p>	<ul style="list-style-type: none"> Agreed and adhered to PLT structure and protocols Regular meeting of Team Leaders planning consistent approach to PLT development. PLT surveys show growth in PLT effectiveness and teacher capacity. Indicator Surveys are used to determine areas for improvement
<p>Establish a guaranteed and viable curriculum.</p>	<ul style="list-style-type: none"> Review current scope and sequence documentation for writing and Speaking and Listening and identify Essential Learning 	<ul style="list-style-type: none"> Section Meetings Agenda PLT meetings Agenda 	<p>PLT leader</p> <p>Section Leader</p> <p>Learning Leaders</p>	<p>weekly</p>	<ul style="list-style-type: none"> Documented scope and sequence for Juniors and Middle Years in Writing and Speaking and listening. Draft Documented curriculum for the Later Years

			AP – Curriculum and Innovation		
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Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	<p>To improve students motivation to learn and be actively involved in learning.</p>	Targets	<p>To Improve data in the areas of:</p> <p>Student Attitudes to School Survey School has a data trend that shows improved student attitudes to school and is comparative with the trend of Special Schools State trend</p> <ul style="list-style-type: none"> • Learning confidence • Stimulating environment • Student motivation <p>To improve attendance data</p>		
		12 month targets	<p>By Semester 1 2016;</p> <ul style="list-style-type: none"> • feedback on staff opinion surveys has been implemented, tracked and communicated to staff • PBIS benchmark data in areas of safety, student morale and classroom behaviours is collected. <p>By Semester 2 2016;</p> <ul style="list-style-type: none"> • PBIS data is used to coordinate early intervention in the areas of safety, student morale and classroom behaviours • School has a data trend that shows improved student attitudes to school and is comparative with the trend of Special Schools State trend <p>Student Attitudes to School Survey School has a data trend that shows improved student attitudes to school and is comparative with the trend of Special Schools State trend</p> <p>To increase Learning Confidence</p> <ul style="list-style-type: none"> • Year 1: Gather baseline data <p>To increase Stimulating Environment</p> <ul style="list-style-type: none"> • Year 1: Gather baseline data <p>To increase Student Motivation</p> <ul style="list-style-type: none"> • Year 1: Gather baseline data 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<p>Develop a whole school focus and build teacher capacity on the delivery of highly effective programs that supports an engaging curriculum.</p>	<ul style="list-style-type: none"> • Implement approaches to teaching and classroom management that supports an engaging and productive learning environment. • Audit the status of e Learning in the school and develop a four year e learning plan. 	<ul style="list-style-type: none"> • Section Meetings • PLT Leaders meeting • PLT meetings • Explicit lessons on PBS implemented in classrooms • eLearning Committee established • ePotential survey completed by all teaching staff and is informing eLearning support for teachers • eLearning Teacher timetabled for team teaching alongside classroom staff 	<p>Section leaders</p> <p>PLT leaders</p> <p>Learning Leaders</p> <p>PBS Leader</p> <p>Principal</p> <p>eLearning Teacher</p> <p>AP</p>	<p>Weekly Terms 1-4</p> <p>monthly meetings Terms 1-4</p> <p>Term 1</p> <p>Terms 1-4</p>	<ul style="list-style-type: none"> - Classroom programs will reflect authentic and purposeful learning opportunities for students. - Students will get an opportunity to reflect on their learning through presentations, sharing, videos and photos and learning portfolios. - Students in Middle Years and Senior Years will have opportunities to participate in interest - based electives, Programs and projects. - Collaborative strategies will be implemented in PLTs to discuss student engagement and success. - Increased use of ICT tools to support student learning in classrooms - Mapping of school's e learning capacity completed by teachers through e potential surveys.

	<ul style="list-style-type: none"> • Develop consistent understanding of what effective learning environments look like amongst teaching staff. • Create learning environments to meet the diverse sensory and learning needs of students. 	<ul style="list-style-type: none"> • Section meetings • Regular PLT leaders meetings with Educational consultant • Learning and observational rounds organised during section meetings • Budget allocation • Team Teach • Special payments • Curriculum Day - January 27th • Learning Spaces Modified for cohorts of students • Senior Section Learning area established • Allied Health Team will work closely with teachers to establish learning environments for cohorts of students 	<p>Section Leaders</p> <p>Learning Leaders/ Leslie T</p> <p>Section Leaders</p> <p>PBS leader</p> <p>Team Teach Tutors</p> <p>Principal</p> <p>Learning Leaders</p> <p>Allied Health Team Leader and Section Leaders</p>	<p>Terms 1-4</p> <p>Terms 2-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>	<ul style="list-style-type: none"> - Each section will have a documented expectation for classroom environments on consistent classroom routines that support independence in student learning. - Visual scaffolds, word walls, displayed Learning Intentions , success Criteria and Classroom libraries will be evident in all classrooms - Leadership team will complete shared professional Reading on Hattie's "Visible Learning" - Establish outdoor Learning spaces for students - Allied Health team will work closely with the teachers to support the use of visual communication within the classrooms. - Allied Health Staff will work closely with staff to support students in achieving their goals using sensory activities. - Whole school communication profile will be developed for all students by the Allied Health team. - Professional Learning opportunities will be undertaken by Allied Health staff and 20 % of teaching staff in use of ALDs .
<p>Improve communication strategies to families and community about the teaching and learning opportunities and programs at the school.</p>	<ul style="list-style-type: none"> • Develop a school vision around learning <p>School leadership team to develop a plan that provides various forums and explicit strategies to celebrate student success as a learner</p>	<ul style="list-style-type: none"> • Community and staff feedback collected • Staff meeting • Protocols, expectations and schedule developed for Student portfolios • Student celebration/ Showcase days organised • Parent Learning Walks • Learning Celebration scheduled around national celebration weeks 	<p>PCT</p> <p>Section Leaders</p> <p>AP</p> <p>PCT/ Section Leaders</p> <p>Bree</p> <p>Section Leaders</p> <p>Learning Leaders</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2 and 4</p> <p>Term 2</p>	<ul style="list-style-type: none"> - School vision branded and referred to in communication with staff, students, parents and community. - Assessment schedule and school calendar reflects opportunities to celebrate student learning. - Visual displays of student learning around the school - Parent Learning walks and Student Showcase will take place once a year.

	<ul style="list-style-type: none"> • Establish opportunities for timely dialogue with parents regarding student learning goals and achievement • Student absences to be monitored on Compass • Re develop School's websites highlighting learning and achievement 	<p>and days</p> <ul style="list-style-type: none"> • School calendar includes SSG meeting schedules and Parent Teacher Interviews • Section and school assemblies • Resource Allocation • Wellbeing Leader • Well being Team Established • ICT team 	<p>Section Leaders Learning Leaders Bree (Projects Officer) Specialist teachers</p> <p>PCT</p> <p>Section Leaders Learning Leaders</p> <p>Wellbeing Leader</p> <p>Principal</p>	<p>Term 1-4</p> <p>Terms 1,2, 4</p> <p>Terms 1-4</p>	<ul style="list-style-type: none"> - SSGs are scheduled in the school calendar - Parent Information sessions will be established. - Parent Learning walks will take place once a year. - Data collected for parent attendance during SSGs. - Message about the importance of attendance is regularly communicated with families. - Attendance and engagement policy is documented and implemented - Attendance data collected and monitored. - School website will include information about programs offered in each section of the school
<p>Establish processes and programs for student transitions to, from and within school.</p>	<ul style="list-style-type: none"> • Mapping student transitions and pathways in Later Years • Expand and create partnerships with the local kinder, schools, community organisations and businesses • Develop student capacity to contribute to their career action plans in the Later Years. 	<ul style="list-style-type: none"> • Resource allocation • Careers teacher • Special Payments- Learning Leaders • Restructure of Senior Section • School Café established • Bus tours, Transitions and Senior Years/ Post School Options Expos scheduled • Parent Information Evenings scheduled (Post School Options) • CAPs goals established for all students in the Senior Years 	<p>PCT</p> <p>AP- Senior Years</p> <p>Careers teacher</p> <p>Careers Teacher</p> <p>Careers teacher</p> <p>Learning Leaders</p>	<p>Term 1</p> <p>Term 1-4</p> <p>Term 1 and 3</p> <p>Term 1</p>	<ul style="list-style-type: none"> - Appoint learning leaders to lead the pathways programs in Later Years - Careers teacher appointed - Senior Years Expo

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To establish a safe, calm and orderly learning environment.		Targets	<p>To Improve data in the areas of:</p> <p>Student Attitudes to School Survey School has a data trend that shows improved student attitudes to school and is comparative with the trend of Special Schools State trend</p> <ul style="list-style-type: none"> To increase Classroom Behaviour To increase Safety <p>Resilient Youth Survey</p> <ul style="list-style-type: none"> To increase percentage of Students who feel safe at school To increase percentage of Students who were not bullied in the last 12 months To increase percentage of Students who are not unhappy or depressed <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> To increase Student Safety <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> To increase Shielding and Buffering 	
		12 month targets	<p>Student Attitudes to School Survey School has a data trend that shows improved student attitudes to school and is comparative with the trend of Special Schools State trend</p> <p><u>To increase Classroom Behaviour</u></p> <ul style="list-style-type: none"> Year 1: Gather baseline data <p><u>To increase Safety</u></p> <ul style="list-style-type: none"> Year 1: Gather baseline data <p><u>Resilient Youth Survey</u></p> <ul style="list-style-type: none"> To increase percentage of Students who feel safe at school Year 1: Gather more comprehensive baseline data To increase percentage of Students who were not bullied in the last 12 months Year 1: Gather more comprehensive baseline data To increase percentage of Students who are not unhappy or depressed Year 1: Gather more comprehensive baseline data <p><u>Parent Opinion Survey</u></p> <ul style="list-style-type: none"> To increase Student Safety Year 1: 5.57 to 5.27 <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> To increase Shielding and Buffering Year 1: 45.81 to 55.00 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Implement and embed a consistent whole school approach in School Wide Positive	<ul style="list-style-type: none"> Using Marzano's 'High Reliability Framework', use the Long Form indicator surveys from 'Safe and Collaborative Culture' at least twice a year to establish focus areas and monitor improvement. 	<ul style="list-style-type: none"> Staff survey taken twice a year Student survey (modified version) for bench mark data 	Wellbeing team	Term 1 and 4 Term 2	<ul style="list-style-type: none"> Surveys used to monitor of 'Safe and Collaborative' Learning environment (modified for student use as required)

<p>Behaviour Support.</p> <ul style="list-style-type: none"> Audit staff understanding of School Wide Positive Behaviour Support Establish a school-wide positive representative team Ensure that school values are linked, through the implementation of school-wide positive behaviour support Establish clear and high expectations of all students through SWPBS processes and structures Establish partnership with regional special school around shared processes for managing behaviours of concern (PBS focussed approach) <p>Introduce COMPASS as a means for monitoring student behaviour data</p> <ul style="list-style-type: none"> Establish a documented, clear and explicit response hierarchy for responding to behaviours of concern (tiered response) Documentation and implementation of a 'Health and Well-Being' Policy 	<ul style="list-style-type: none"> PBS baseline data collected Sub-school teacher reps elected Student reps elected Parent reps identified PBS meetings schedules Staff Meeting Scheduled PD and Workshops on PBS – staff meeting and section meeting Section meeting agenda on PBS Establish network of PBS team across School Improvement Network (SIN) Redevelop PBS matrix Resource allocation Curriculum Day – January 27 (Team Teach) Special payment- team Teach tutors Whole School PD on Compass Ongoing support from ICT team Flowchart developed PBIS meetings/Team Charter PBIS whole school Reward systems in place Specific teaching of school values Healthy Relationship Programs established in MY and Seniors Student Leadership program established at whole school level Health and Wellbeing policy developed 	<p>PBS Leading Teacher</p> <p>PBS Team</p> <p>Section/Learning Area Leaders</p> <p>PBS leader</p> <p>Section/Learning Area Leaders</p> <p>PCT/ PBS leading Teacher</p> <p>PBS team</p> <p>AP/ Leadership Team</p> <p>Leadership Team/ ICT team</p> <p>PBS Leading Teacher</p> <p>Wellbeing leader</p> <p>PCT/ Leading Leaders/Wellbeing Leader</p>	<p>Term 1</p> <p>Terms 1-4 (fortnightly)</p> <p>Fortnightly – Terms 1-4</p> <p>Term 2</p> <p>Term 2</p> <p>Term 1</p> <p>Term 1</p> <p>Terms 1-4</p> <p>Term 1,2</p>	<ul style="list-style-type: none"> Benchmarks are established and future professional learning plans are developed Designated time within teaching timetable for PBS meetings. SWPBS team identified Allocated agenda time at each section meeting PBS visuals re values established in every classroom Evaluation of vision, mission and values completed Revised values documented and promoted Classroom expectations and whole school matrices displayed Establish consultation with external school wide behaviour coach/lead school Establish a consistent school process and format for documenting Positive Behaviour Support Plans All behaviour data entered and monitored through Compass by staff Response hierarchy established and documented Data collected reflects an improvement in overall behaviour Policy documented and implemented consistently 	
<p>Build teacher capacity to engage students and effectively respond to</p>	<ul style="list-style-type: none"> Engage Professional Learning support and guidance from DET endorsed training provided for managing behaviours of concern; 	<ul style="list-style-type: none"> Team Teach Professional Learning implemented (Curriculum Day) Team Teach tutors trained 	<p>AP</p> <p>PBS leading Teacher</p>	<p>Term 1</p>	<ul style="list-style-type: none"> All staff provided with professional learning in managing behaviours of concern A team of staff trained as 'Team Teach mentors' who can facilitate effective and sustained professional learning within the school

<p>behaviours of concern.</p>	<ul style="list-style-type: none"> Staff are trained and expected to use compass to record student behaviour issues Investigate Social and Emotional Learning (SEL) curriculum Build on the existing initiatives Discovering Me and Resilient Youth focusing on building resilience. 	<ul style="list-style-type: none"> Behaviour plans developed for third tier students through collaborative processes Team Teach tutors (TTT) support classroom teachers in dealing with behaviours of concern Consult other schools using SEL curriculum Consider how SEL aligns/ strengthens current initiatives and programs Students in the MY and Senior Years access programs for building Resilience 	<p>PBS leading Teacher Section Leaders TTT</p> <p>Wellbeing Leader</p> <p>Grants coordinator MY Leader and Learning Leader YR 9-10</p>	<p>Term 1-4</p> <p>Terms 1-4</p>	<ul style="list-style-type: none"> A continuum of behaviours and codes are developed on Compass and staff show proficiency in using them A continuum for the school based SEL curriculum is developed P-6 Resources purchased and provided across the school to ensure program runs effectively. Data collected to measure impact of programs
<p>Develop a Wellbeing structure within the school that responds to and effectively meets the needs of students across the school</p>	<ul style="list-style-type: none"> Audit current Student Wellbeing needs and identified priorities Review and evaluate the effectiveness of current Wellbeing processes, programs and structures Liaise with like regional schools and investigate their Wellbeing structures and processes Establish Wellbeing team members Document clearly defined roles, processes and policies for managing and supporting Student Wellbeing 	<ul style="list-style-type: none"> Staff surveyed Students/ Parents/families surveyed Identify all current Wellbeing processes, programs and structures Consult staff through surveys and questionnaires re existing processes, programs and structures Students/ Parents/families surveyed Identify like regional schools with effective Wellbeing structures and processes Visit and consult identified schools Consultation between Leadership team and Wellbeing Leader 	<p>Wellbeing Leader/ Learning Area and Team Leaders</p> <p>Wellbeing Leader/Leadership team</p> <p>PCT/ Senior Advisor/Wellbeing Leader</p> <p>Leadership Team/Wellbeing Leader</p>	<p>Term 1</p> <p>Terms 1-2</p> <p>Terms 1-3</p> <p>Term 1</p> <p>Begin Term 1; Review and establish by end of Term 4</p>	<ul style="list-style-type: none"> A comprehensive document of Student wellbeing needs and priorities is collated to inform future work Surveys used to evaluate staff, students and families in relation to current Wellbeing processes, programs and structures School leaders and wellbeing staff have visited network schools and observed and assessed wellbeing structures and processes Designated time within teaching timetable for Wellbeing meetings Wellbeing team identified Development of a referral system All staff are clear on the roles, processes and policies that exist in relation to student Wellbeing

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To maximise all aspects of school operations and resource allocations to achieve the best possible outcomes for students.	Targets	Ensure that the strategic Plan and AIP is strategically resourced and actively monitored.		
		12 month targets	By the end of 2016; <ul style="list-style-type: none"> - Established and effective leadership structure is in place - Improved capacity of School Leadership Team - Endorsed eLearning Strategic Plan - Improvements in Reading data across the school - Improvements in staff understanding and capacity to implement PBS principles - 		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Ensure that the strategic Plan and AIP is strategically resourced and actively monitored.	<ul style="list-style-type: none"> • Establish Leadership structures, roles and responsibilities that are aligned to the strategic goals. • Through the SRP and with effective program budgeting processes, provide professional learning opportunities and partnerships that build on the capacity of the School Leadership Team. (Principal class, Leading Teachers and PLT Leaders) • Develop a vision and identify a strategy for strengthening eLearning within the school • Use 2016 Equity funding to support improved learning outcomes in Literacy and PBS 	<ul style="list-style-type: none"> • Identify needs of staff and students • Recruit new staff and leaders • Expression Of Interest for staff interested in identified roles (special payments) • Support from a consultant • All leaders identify goals within Performance and Development Plans in relation to developing their leadership capacity • Personal goals align with School Strategic Plan (SSP) and those set out by the leadership team • Internal and external professional learning opportunities provided • Create an eLearning committee • Consult other schools who have established and effective eLearning structures, processes and programs • Develop an eLearning Strategic Plan • Improve infrastructure and resourcing of ICT in line with targets set out within the eLearning Strategic Plan • Employ a consultant to work with PLT leaders to improve Literacy (Reading) outcomes for students through consistent approaches, expectations and quality of instruction • Work with a PBS coach and regional schools to imbed a culture of PBS 	<p>PCT/ Leslie Tulloch</p> <p>PCT/ Leadership team/ Leslie Tulloch/ Professional Learning providers</p> <p>Leadership Team/ eLearning Teacher and committee/ School council</p> <p>PCT/ Leadership Team/ PLT Leaders/ Leslie Tulloch</p> <p>PCT/PBS leader/ PBS Coach</p>	<p>Terms 1-3</p> <p>Terms 1-4</p> <p>Terms 1-4</p> <p>Terms 1-4</p>	<ul style="list-style-type: none"> - All staff have clarity of the leadership roles within the school and can identify where support can be gained for specific needs - Students and families have a clear understanding of what leadership supports are available to them - Progress towards targets set in the Annual Implementation Plan (AIP) and School Strategic Plan (SSP) has been achieved - All leaders have evidence of progress towards Performance and Development goals - Progress towards targets set in the Annual Implementation Plan (AIP) and School Strategic Plan (SSP) has been achieved - All leaders have undertaken professional learning in the area of leadership development and have evidence of - An eLearning committee has been established - Consultation with other schools has taken place - An eLearning Strategic Plan has been created and endorsed by school council - Infrastructure and resources have been maintained and improved in line with defined targets - Evidence of improved consistency in approaches, expectations and quality of instruction have been identified - Improvement in Reading data is evidenced - Improved Staff understanding of PBS from beginning of year bench mark data - Classroom expectations and whole school matrices displayed - Establish consultation with external school wide behaviour coach/lead school

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Ensure consistent instructional practice across the school.		<ul style="list-style-type: none"> Literacy Implementation Plan developed in Middle Years and Junior Section of the school. Curriculum Day (April 22) focus on Instructional Practice (Reading) 		<p>Teachers are using common planning tools for literacy and inquiry across the school.</p> <p>Whole School Teaching and Learning Essentials are documented and displayed in all classrooms</p> <p>Improvement in ABLES data</p> <p>100% of the students show improvement AusVELS Judgement tool data from semester 1 to semester 2 in reading.</p> <p>Teacher Self Evaluation Survey indicates professional growth</p>	
Develop a consistent approach to whole school use of data in achieving targeted instructional practice for each child.		<ul style="list-style-type: none"> A whole school data tool is implemented to assess students against AusVELS Level A onwards Professional Learning sessions scheduled in early term one on Setting SMART goals using data. 		<p>Teachers are able to discuss their use of data in instructional practice during their end of Year P and D meeting.</p> <p>Teachers are moderating ILPS, Reports, ABLES and other assessments during their PLT meetings.</p> <p>Moderation practices result in greater consistency between the Judgement Tool data and ABLES data</p>	
Develop highly effective Professional Learning Teams across the school.		<p>PLT and Learning Leaders are appointed</p> <p>PLT leaders attend PL sessions with Educational Consultant</p> <p>PLT Norms and Protocols developed</p>		<p>Professional Learning Team Progression Tools indicate 100 % of teachers take shared responsibility for student and teacher learning</p> <p>50 % of PLT leaders have accessed internship program within SIN</p> <p>PLT Norms and protocols are adhered to across all PLTs at MSS</p>	
Establish a guaranteed and viable curriculum		<p>Introduction of Electives and Program Day In Senior Years</p> <p>SPEC Elective undertaken by all Year 9/10 students</p>		<p>Documented scope and sequence for Juniors and Middle Years in Writing and Speaking and listening.</p> <p>A framework is developed for teaching reading in MY and Juniors.</p> <p>Draft Documented curriculum for the Later Years</p>	

ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence		
Develop a whole school focus and build teacher capacity on the delivery of highly effective programs that supports an engaging curriculum.		<p>Clear structures and the development of routines are visible in all classrooms</p> <p>Attendance and punctuality acknowledged through whole school PBIS reward systems</p> <p>During Learning Conferences students in Senior Years set and regularly review goals in CAPS plans</p> <p>Learning Intentions and Success Criteria shared with students</p> <p>Structures built to allow greater input from Allied Health Staff in Student learning for cohort groups</p>		<p>Improvement in student attendance</p> <p>Student survey in Senior Years show greater connectedness to school</p> <p>Learning Intentions and Success Criteria form the basis for praise and feedback for students</p> <p>Increased collaboration between Allied Health Staff and teaching staff</p>		
Improve communication strategies to families and community about the teaching and learning opportunities and programs at the school.		<p>Students have the opportunity to develop school pride through the Arts and celebrate these at assemblies</p> <p>Parents and Communities are involved in the celebration of Harmony Day and Education Week Activities.</p> <p>SSGs take place in Term 1 to allow for parent input into Students' ILP goals</p> <p>Attendance and punctuality acknowledged through whole school PBIS reward systems</p>		<p>Increased parent attendance in SSGs</p> <p>Benchmark data collected on parent opinion survey</p> <p>School Newsletter and Parent Information Sessions are informing parents of school programs, priorities and initiatives.</p> <p>Parent and Friends Group meets regularly</p>		
Establish processes and programs for student transitions to, from and within school.		<p>Senior Years Programs established to expand learning opportunities for students in the Senior Years.</p> <p>Café established</p> <p>Electives and Program Day introduced in Year 9/10</p> <p>Learning Leaders are collaborating amongst each other and the Careers and Wellbeing teachers</p> <p>Transition processes established</p>		<p>Scope and Sequence developed for SPEC in Senior Years</p> <p>A Draft Senior School Curriculum is developed</p> <p>Increased opportunities for Work experience</p> <p>Increased Number of Community partnerships are established</p> <p>R U ready profiles are developed for all students in Senior Years</p> <p>All graduating students access career counselling and transition opportunities to post school options</p> <p>Parent Information sessions have been held for new parents to school and for students in the Senior Years.</p> <p>Transition document developed for the whole school.</p>		

WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
Implement and embed a consistent whole school approach in School Wide Positive Behaviour Support.		<p>Staff complete Team Teach Whole day PD</p> <p>Staff use the Compass system to collect data in order to identify areas for improvement and focus by the PBIS team</p>		Staff utilise the new PBIS resources and documentation e.g. expectation matrix, reinforcement matrix, consequence flow chart	
Build teacher capacity to engage students and effectively respond to behaviours of concern.					
Develop a Wellbeing structure within the school that responds to and effectively meets the needs of students across the school					

PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	