

Annual Implementation Plan: for Improving Student Outcomes

School name: Coburg Special Developmental School

Year: 2017

School number: 5261

Based on strategic plan: 2016-2019

Endorsement:

Principal Justin Esler 29/03/2017

Senior Education Improvement Leader Margaret Bainbridge p.pJason Coningsby

21/03/2017

School council Vance Duke 29/03/2017

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

| School Strategic Plan goals | Improvement Priorities | Improvement Initiatives | |
|---|--|---|---|
| To improve the teaching and learning of literacy and numeracy across the school To develop a culture of high expectation of teaching and learning through the implementation of a consistent teaching approach and reflective practices. To ensure all students are connected and effectively engaged in their learning. To create an inclusive, safe, orderly, learning environment where all members of the community feel safe and empowered to learn. To establish a culture of collective accountability through the implementation of a performance and development framework. To strategically allocate financial and human resources to best support the strategic plan. | Excellence in teaching and learning | Building practice excellence | ✓ |
| | | Curriculum planning and assessment | |
| | Professional leadership | Building leadership teams | ✓ |
| | Positive climate for learning | Empowering students and building school pride | |
| | | Setting expectations and promoting inclusion | |
| | Community engagement in learning | Building communities | |

Improvement Initiatives rationale:
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

Coburg SDS underwent a priority review in 2015 and as a result, it was identified that developing leadership capacity throughout the school was a priority in order to support the professional growth of staff, improve strategic direction and ensure high-level teaching and learning outcomes. Work has begun in this area but remains a critical focus as is reflected in staff opinion data particularly around collective efficacy and collective responsibility.
BPE

Key improvement strategies (KIS)
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

| Improvement initiative: | Key improvement strategies (KIS) |
|--|---|
| Professional Leadership- Building Leadership Teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams using | Develop the capacity of the leadership team |



| | |
|--|--|
| evidence | |
| Building Practice Excellence- Excellence in teaching and learning | Build teacher capacity through the provision of high level teaching and learning coaching to improve teacher understanding of pedagogy and instructional practice. |



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

| STRATEGIC PLAN GOALS | | [Drafting Note these are the goals in your SSP related to this Improvement Initiative. Sometimes a goal in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] To improve the teaching and learning of literacy and numeracy across the school | | | | | | |
|--|--|---|--|--|-----------------|--|----------|-----|
| | | To develop a culture of high expectation of teaching and learning through the implementation of a consistent teaching approach and reflective practices. | | | | | | |
| IMPROVEMENT INITIATIVE | | Professional Leadership- Building Leadership Teams | | | | | | |
| STRATEGIC PLAN TARGETS | | [Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP] For all students to demonstrate individual learning growth against baseline data collected in the Whole School ABLES assessments November 2015 across the learning domains of English, Mathematics and Science. Over the period of the strategic plan 100% of students will use an appropriate communication system as defined by assessments determined by a speech therapist. 10% reduction per year in documented incidents on STAR and Edusafe as benchmarked against current data of 26 edusafe reports in the 6 months from July to December 2015 and 42 STAR reports from August to December 2015 Parent Opinion survey responses in stimulating learning move from 6.02 to 6.11. 10% increase in Staff Opinion Survey responses in collective focus on student learning from 2015 55.9% to 65.9% Overall four year trend indicates an increase in staff opinion survey data by 10% per annum base lined against the 2015 Staff Opinion Survey data in the areas of: 1) collective efficacy 2015 48.5% 2) staff trust in colleagues 2015 25% 3) teacher collaboration 2015 25% All staff to participate in the Performance and Development process each year participating in the mid and end cycle review. For the overall 'organisational climate aggregate indicator' to improve from 46.7 as base lined against the insight SRC 2015 pulse survey report to fall within or above one standard deviation of the Victorian government mean (currently 73.) For Staff Opinion Survey data to reflect an improvement in the area of 'Collective Responsibility' from 58.04 to 74.24 For Parent Opinion Survey 'General Satisfaction' component to increase from 5.76 to 6.14 | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | |
| | | | | | Progress Status | Evidence of impact | Budget | |
| | | | | | | | Estimate | YTD |
| [Drafting Note report here the KIS from the previous summary page] | [Drafting Note report here what the school will do and how - including financial and human resources] | [Drafting Note report here the person responsible] | [Drafting Note report here the timeframe for completion] | 6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months: | ● ● ● | [Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] | | |
| Develop the capacity of the leadership team | Participate in the Bastow Coaching for Leadership Teams course. The school will enrol and participate in the Coaching for Leadership Teams course and fund the required release time for the staff members involved. | Principal | 2018 | 6 months: Outline timeline for completion of the course and timeline and preliminary work to develop a School Improvement team complete | ● ● ● | Establishment of school improvement team to work on determined school improvement initiatives | \$1200 | 0 |
| | | | | 12 months: Completion of the course with the learnings implemented and embedded | ● ● ● | Improvement in staff opinion data particularly in the areas of collective efficacy and collective responsibility | | |
| | | | | | | | | |



Section 2: Improvement Initiatives

| STRATEGIC PLAN GOALS | To create an inclusive, safe, orderly, learning environment where all members of the community feel safe and empowered to learn. | | | | | | | | |
|---|--|-----------|------|---|-----------------|---|----------|-----|--|
| IMPROVEMENT INITIATIVE | Excellence in teaching and learning: Building practice excellence | | | | | | | | |
| STRATEGIC PLAN TARGETS | All staff to engage in a trans-disciplinary approach to support student well being Overall four year trend indicates an increase in staff opinion survey data by 10% per annum baselined against the 2015 Staff Opinion Survey data in the areas of: 1) collective efficacy 2015 48.5% 2) staff trust in colleagues 2015 25% 3) teacher collaboration 2015 25% | | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | |
| | | | | | Progress Status | Evidence of impact | Budget | | |
| | | | | | | | Estimate | YTD | |
| Build teacher capacity through the provision of high level teaching and learning coaching to improve teacher understanding of pedagogy and instructional practice. | Participate in The Science of Learning Research Centre's Community of Practice Initiative. The school will dedicate resources in order to participate in the SLRC COP. | Principal | 2018 | 6 months: Selected teachers participate in COP sessions led by University of Melbourne researchers. Learnings from the COP will be used to influence professional development opportunities | ● ● ● | Three teachers regularly participating in SLRC COP meetings | \$12000 | | |
| | | | | 12 months: Teacher driven professional learning teams with a focus on building practice excellence are developed and implemented school wide | ● ● ● | | | | |
| Build teacher capacity through the provision of high level teaching and learning coaching to improve teacher understanding of pedagogy and instructional practice | Develop teacher led professional learning teams with a focus on building practice excellence | Principal | 2018 | 6 months: Selected teachers participate in COP sessions led by University of Melbourne researchers. Learnings from the COP will be used to influence professional development opportunities | ● ● ● | Three teachers regularly participating in SLRC COP meetings | | | |
| | | | | 12 months: Teacher driven professional learning teams with a focus on building practice excellence are developed and implemented school wide | ● ● ● | | | | |



Section 3: Other Improvement Model Dimensions

| STRATEGIC PLAN GOALS | | <p>To improve the teaching and learning of literacy and numeracy across the school</p> <p>To develop a culture of high expectation of teaching and learning through the implementation of a consistent teaching approach and reflective practices.</p> <p>To ensure all students are connected and effectively engaged in their learning.</p> <p>To create an inclusive, safe, orderly, learning environment where all members of the community feel safe and empowered to learn.</p> <p>To establish a culture of collective accountability through the implementation of a performance and development framework.</p> <p>To strategically allocate financial and human resources to best support the strategic plan.</p> | | | | | | | |
|---|---|--|------|---|-----------------|--|----------|-----|---|
| OTHER IMPROVEMENT MODEL DIMENSIONS | | Positive Climate for Learning- Intellectual Engagement and Self-Awareness | | | | | | | |
| STRATEGIC PLAN TARGETS | | For all students to demonstrate individual learning growth against baseline data collected in the Whole School ABLES assessments November 2015 across the learning domains of English, Mathematics and Science. | | | | | | | |
| KEY IMPROVEMENT STRATEGIES | ACTIONS | WHO | WHEN | SUCCESS CRITERIA | MONITORING | | | | |
| | | | | | Progress Status | Evidence of impact | Budget | | |
| | | | | | | | Estimate | YTD | |
| Develop a play based/practical skill development approach to engage students to develop lifelong personal and interpersonal skills with a focus on working towards independent living. | <ul style="list-style-type: none"> Use ABLES as a planning document to support goal setting and instructional approaches Teachers will write consistent, measurable and functional IEP goals Staff will engage in reflective practices Investigate high quality evidenced based practises in teaching and learning for children with special needs PD plans are clearly linked to overarching school wide plans and initiatives Technology focus group developed to support teacher use of technology to enhance student learning Moving towards a trans-disciplinary approach where therapists collaborate with teachers on goal setting and with leadership on class groupings Regular opportunities for parents and carers to engage with support agencies and access information to support their child's learning. All students will leave Early Years with a | Principal | 2018 | <p>6 months:</p> <p>Child Centred Learning teams for each class created and meeting structure developed. ABLEs data informs teaching strategies</p> <p>All early years students have a communication assessment completed</p> | ● ● ● | <p>A multi-disciplinary team planning collectively to focus upon students individual IEP goals and working on embedding an effective communication system. ABLES data informs potential teaching strategies.</p> | \$120 00 | | |
| | | | | <p>12 months:</p> <p>Teachers effectively use data to inform their teaching practice.</p> <p>Teachers provide evidence of multiple forms of feedback to support their reflective practice.</p> <p>IEP goals have a clear link to ABLES data.</p> <p>Consistent language, evidence and goals will be presented in PD plans and school wide documents.</p> <p>Technology focus group is operating</p> <p>Therapists are involved in goal setting for all students throughout the school.</p> <p>All students leaving Early Years will have a functional communication system.</p> <p>Reduction in documented incidents within the playground on STAR and edusafe.</p> <p>Child Centred Learning documentation supports the emphasis that play and practical skill development is promoted school wide</p> | ● ● ● | | | | <p>Data is routinely used during Child Centred Learning planning meetings to inform practice</p> <p>Reduction of student behaviour caused edusafe reports in the six month July-December to be <26</p> |



| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | <p>functional communication system</p> <ul style="list-style-type: none"> • Structured play based and practical skills teaching and learning opportunities will occur in the yard during play time. | | | | | | | |
|--|--|--|--|--|--|--|--|--|



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continuum of Practice should be completed as data becomes available]

| Priority | Improvement model dimensions – note state-wide Improvement Initiatives are bolded | Is this an identified initiative or dimension in the AIP? | Continuum status | Evidence and analysis |
|--|---|---|------------------|--|
| Excellence in teaching and learning | Building practice excellence | Select | Select status | [Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.] |
| | Curriculum planning and assessment | Select | Select status | |
| | Evidence-based high impact teaching strategies | Select | Select status | |
| | Evaluating impact on learning | Select | Select status | |
| Professional leadership | Building leadership teams | Select | Select status | |
| | Instructional and shared leadership | Select | Select status | |
| | Strategic resource management | Select | Select status | |
| | Vision, values and culture | Select | Select status | |
| Positive climate for learning | Empowering students and building school pride | Select | Select status | |
| | Setting expectations and promoting inclusion | Select | Select status | |
| | Health and wellbeing | Select | Select status | |
| | Intellectual engagement and self-awareness | Select | Select status | |
| Community engagement in learning | Building communities | Select | Select status | |
| | Global citizenship | Select | Select status | |
| | Networks with schools, services and agencies | Select | Select status | |
| | Parents and carers as partners | Select | Select status | |
| Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings] | | | | |
| Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students] | | | | |
| Considerations for 2018: | | | | |

