

2020 Annual Implementation Plan

for improving student outcomes

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 08 December, 2019 at 08:40 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 05 February, 2020 at 06:43 PM
Endorsed by Vance Duke (School Council President) on 25 February, 2020 at 01:23 PM

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The School Review, during term 3 this year, assisted in realigning our self evaluation of these 16 dimensions. Evidence, based on the field work days, as well as the group workshops, was used to make the recommendations above. The panel also suggested that one level be chosen rather than movement across two levels.</p> <p>This will give us a strong baseline going forward in the new Strategic Plan through the individual AIPs and support the development of high leverage strategies and activities that will lead to improvement across the dimensions.</p>
Considerations for 2020	<p>Rationale of proposed goals for the new SSP from the 2019 School Review:</p> <ul style="list-style-type: none"> - The Panel noted a significant proportion of students were still learning to communicate. The Panel endorsed the school's view that communication was essential to learning and determined that a focus on improving each student's ability to communicate would also positively impact student self-regulation and emotional wellbeing. The Panel therefore recommended a goal to improve each student's ability to communicate. - The Panel agreed the school provided the support and structures to enable an inclusive, safe and orderly environment. However, many students lived with ongoing complex health and wellbeing needs. The Panel therefore recommended a goal

	<p>to strengthen each student's emotional and social wellbeing.</p> <p>- The Panel found there was evidence that once students had a means of communication, they were able to access opportunities for voice and agency in learning. The Panel therefore recommended a goal focused on empowering students to take a lead in their learning.</p> <p>The first recommendation will be focussed upon in the first year of the new SSP as well as a minor focus on the second point, in continuing the work begun this year based on the SWPBS framework and the Teaching Matrix.</p>
<p>Documents that support this plan</p>	<p>Coburg SDS Review Report 2019 NWVR.docx (0.42 MB)</p>

SSP Goals Targets and KIS

Goal 1	Improve each student's ability to communicate
Target 1.1	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 80%
Target 1.2	By 2023, improve whole school student communication profile scores for: <ul style="list-style-type: none"> ○ Request attention to self/initiate communication from 2.47 (2018 average) to 3.47 ○ Accepting from 2.70 (2018 average) to 3.70 ○ Rejecting from 2.72 (2018 average) to 3.72 ○ Following instructions from 2.40 (2018 average) to 3.40
Target 1.3	By 2023, improve the positive response rate for School Climate factor collective focus on student learning from 63% to 79%
Key Improvement Strategy 1.a Evaluating impact on learning	Deepen staff understanding to assess and use data and evidence to inform point of need teaching and learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop a professional learning community to build practice excellence
Key Improvement Strategy 1.c Curriculum planning and assessment	Implement an agreed whole school approach to teaching and learning in Speaking and Listening

Goal 2	Strengthen each student's emotional and social wellbeing
Target 2.1	By 2023, reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to 20 or less per year.
Target 2.2	By 2023, reduce the average number of unapproved absence days per year from 10.6 to 6.0 days per student
Target 2.3	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ School connectedness (Sense of belonging) from 78% to 83% ○ Sense of inclusion from 83% to 88% ○ Managing bullying from 75% to 80%
Key Improvement Strategy 2.a Health and wellbeing	Embed a whole school framework of tiered positive support
Key Improvement Strategy 2.b Parents and carers as partners	Strengthen the home-school-community partnerships
Goal 3	Empower students to take a lead in their learning
Target 3.1	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ Student voice and agency from 83% to 88% ○ High expectations for success from 67% to 72% ○ Motivation and interest from 67% to 72%

Target 3.2	<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <ul style="list-style-type: none"> ○ Collective efficacy from 40% to 61%
Target 3.3	<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> ○ Student agency and voice from 60% to 70% ○ Student motivation and support from 80% to 86%
Key Improvement Strategy 3.a Empowering students and building school pride	Build staff capability to enable student voice and leadership in learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve each student's ability to communicate	Yes	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 80%	The percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 64%
		By 2023, improve whole school student communication profile scores for: <ul style="list-style-type: none"> ○ Request attention to self/initiate communication from 2.47 (2018 average) to 3.47 ○ Accepting from 2.70 (2018 average) to 3.70 ○ Rejecting from 2.72 (2018 average) to 3.72 ○ Following instructions from 2.40 (2018 average) to 3.40 	Improve whole school student communication profiles scores for: <ul style="list-style-type: none"> - Requests attention – to 2.72 - Accepting – to 2.95 - Rejecting – to 2.97 - Following instructions – to 2.65
		By 2023, improve the positive response rate for School Climate factor collective focus on student learning from 63% to 79%	Improve the positive response rate for School Climate Factor collective focus on student learning to 67%
Strengthen each student's emotional and social wellbeing	Yes	By 2023, reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to 20 or less per year.	Reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System)

			alerts, from around 30 (in 2019) to around 24 to 27 incidents
		By 2023, reduce the average number of unapproved absence days per year from 10.6 to 6.0 days per student	Reduce the average number of unapproved absence days per year to 9 days per student
		<p>By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> ○ School connectedness (Sense of belonging) from 78% to 83% ○ Sense of inclusion from 83% to 88% ○ Managing bullying from 75% to 80% 	<p>Improve the percentage of positive responses for Student Attitudes to School Survey factors:</p> <p>School connectedness (Sense of belonging) to 79%</p> <p>Sense of inclusion to 85%</p> <p>Managing bullying to 77%</p>
Empower students to take a lead in their learning	No	<p>By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> ○ Student voice and agency from 83% to 88% ○ High expectations for success from 67% to 72% ○ Motivation and interest from 67% to 72% 	
		<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <ul style="list-style-type: none"> ○ Collective efficacy from 40% to 61% 	

		<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> ○ Student agency and voice from 60% to 70% ○ Student motivation and support from 80% to 86% 	
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Goal 1	Improve each student's ability to communicate	
12 Month Target 1.1	The percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 64%	
12 Month Target 1.2	Improve whole school student communication profiles scores for: <ul style="list-style-type: none"> - Requests attention – to 2.72 - Accepting – to 2.95 - Rejecting – to 2.97 - Following instructions – to 2.65 	
12 Month Target 1.3	Improve the positive response rate for School Climate Factor collective focus on student learning to 67%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Deepen staff understanding to assess and use data and evidence to inform point of need teaching and learning	No
KIS 2 Evidence-based high-impact teaching strategies	Develop a professional learning community to build practice excellence	Yes

KIS 3 Curriculum planning and assessment	Implement an agreed whole school approach to teaching and learning in Speaking and Listening	No
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.	The school Leadership team, including Principal Class and middle managers (Instructional Leaders) attended the Professional Learning Communities training in Term 3 of 2019. This perfectly fits our first goal and this particular KIS, "Develop a professional learning community to build practice excellence" and will be the major driver of this Strategic Plan. The focus has to be on developing a strong Coburg SDS model of collaborative learning and teaching that is evidence informed, based on the curriculum and develops a greater sense of collective responsibility.	
Goal 2	Strengthen each student's emotional and social wellbeing	
12 Month Target 2.1	Reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to around 24 to 27 incidents	
12 Month Target 2.2	Reduce the average number of unapproved absence days per year to 9 days per student	
12 Month Target 2.3	Improve the percentage of positive responses for Student Attitudes to School Survey factors: School connectedness (Sense of belonging) to 79% Sense of inclusion to 85% Managing bullying to 77%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed a whole school framework of tiered positive support	Yes
KIS 2 Parents and carers as partners	Strengthen the home-school-community partnerships	No

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.

There has been significant development in embedding Tier 1, 2 and 3 positive behavioural supports across the last two years. In this, we have seen a reduction in the need for de-escalation plans for challenging behaviours and more focus on students being ready to learn. 2019 also saw the launch of the framework community wide and the presentation of the teaching matrix. To ensure continued development across both of these areas, it is important to focus on this KIS as a way of consolidating, but also moving to the next step of building lesson plans, based on the matrix, for the explicit teaching of desired behaviours. We are also introducing the Prevent Teach Reinforce structure into our Tier 1 supports as a way of ensuring data driven responses to challenging behaviour.

Define Actions, Outcomes and Activities

Goal 1	Improve each student's ability to communicate
12 Month Target 1.1	The percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 64%
12 Month Target 1.2	Improve whole school student communication profiles scores for: - Requests attention – to 2.72 - Accepting – to 2.95 - Rejecting – to 2.97 - Following instructions – to 2.65
12 Month Target 1.3	Improve the positive response rate for School Climate Factor collective focus on student learning to 67%
KIS 1 Evidence-based high-impact teaching strategies	Develop a professional learning community to build practice excellence
Actions	<ul style="list-style-type: none"> • Introduce the Professional Learning Community structure across the school - develop a plan of action • Develop a suite of Professional Learning around PLC lead by AP and Instructional leaders
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> be able to drive the PLC structure throughout the school to support improved evidence based teaching have developed a structured plan for the development of PLCs operating within the school deliver strong professional learning to staff around PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> increase their understanding and knowledge of PLC and evidence based, focussed teaching participate in cycles of enquiry using the Improvement Cycle Framework to improve practice have a better understanding and utilisation of a range of data sources for teaching and learning programs <p>Students will:</p> <ul style="list-style-type: none"> have more appropriate goals and targets set for educational outcomes

	<p>have individualised SMART goals have improved outcomes against their goals</p>			
Success Indicators	<p>Leaders will: have implemented a structured plan of professional learning on PLC for staff and be driving this within section teams</p> <p>Teachers will: successfully complete and implement findings from an inquiry cycle each term be using multiple sources of evidence and data to inform practice Data sources to measure success will be in the form of: emergent literacy assessment (Observational Survey) anecdotal observational records communication profiles CCL data collection tool based on relevant, individualised goals</p> <p>Students will: demonstrate improvement in specific targeted skills</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise one day per term for Instructional Leaders to plan together and one extra non face to face session per week for planning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Timetable specific weekly PLC PL on our meeting schedule and two Curriculum Days throughout the Year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a plan of action for introducing the PLC structure	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Agreement of structures and functions of SIT in driving of AIP outcomes	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Developing the Peer Observation process to support reflective practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Strengthen each student's emotional and social wellbeing			
12 Month Target 2.1	Reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to around 24 to 27 incidents			
12 Month Target 2.2	Reduce the average number of unapproved absence days per year to 9 days per student			
12 Month Target 2.3	Improve the percentage of positive responses for Student Attitudes to School Survey factors: School connectedness (Sense of belonging) to 79% Sense of inclusion to 85% Managing bullying to 77%			
KIS 1 Health and wellbeing	Embed a whole school framework of tiered positive support			
Actions	<ul style="list-style-type: none"> Develop a scope and sequence based on the SWPBS teaching matrix Introduce Prevent Teach Reinforce (PTR) and link within teaching cycle for supporting challenging behaviours 			

Outcomes	<p>Leaders will: develop a folder of lesson plans based around the teaching matrix and which will be used to explicitly teach desired behaviours lead the introduction of PTR across the school, including supporting professional learning for the staff review the success of self regulation supports throughout the school</p> <p>Teachers will: explicitly teach desired behaviours from the lesson plans based on the teaching matrix better utilise data when working with challenging behaviours in order to use appropriate interventions embed self regulatory supports within Tier 1 strategies in the classroom</p> <p>Students will: demonstrate desired social behaviours within the school and home context be able to self regulate in a variety of situations demonstrate reduced instances of challenging behaviours</p>			
Success Indicators	<p>Leaders will: have developed, and promoted the use of, lesson plans based on the SWPBS Teaching Matrix scope and sequence use STAR reports on situations of challenging behaviours in order to develop appropriate lesson plans</p> <p>Teachers will: successfully use the lesson plans to teach targeted behaviours use visual aids and ALDS to support self regulatory behaviours in the students</p> <p>Students will: demonstrate an improvement in desired social behaviours</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop lesson plans for each area of the matrix (task analysis of expected behaviours; behaviour support plans in conjunction with de escalation)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop lesson plans for self-regulation (the Engine/Zones of Regulation)	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Present PL to staff on the PTR model - including a curriculum day	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Trial PTR within one classroom with specific student/s case study/ies.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to present staff PL on SWPBS and Zones/Engines	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$18,000.00	\$18,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$18,000.00	\$18,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Organise one day per term for Instructional Leaders to plan together and one extra non face to face session per week for planning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Timetable specific weekly PLC PL on our meeting schedule and two Curriculum Days throughout the Year	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$8,000.00	\$8,000.00
Developing the Peer Observation process to support reflective practice.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00

Present PL to staff on the PTR model - including a curriculum day	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Totals			\$18,000.00	\$18,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Organise one day per term for Instructional Leaders to plan together and one extra non face to face session per week for planning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Anita Calore	<input checked="" type="checkbox"/> On-site
Timetable specific weekly PLC PL on our meeting schedule and two Curriculum Days throughout the Year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a plan of action for introducing the PLC structure	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Present PL to staff on the PTR model - including a curriculum day</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>to be decided</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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