

2024 Annual Implementation Plan

for improving student outcomes

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 18 December, 2023 at 09:32 AM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 07 February, 2024 at 02:16 PM
Endorsed by Danny Smith (School Council President) on 20 February, 2024 at 07:26 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve learning outcomes for all students	Yes	<p>By 2027, increase the percentages of students achieving Teacher judgement growth within or above Victorian Curriculum levels (A-D) in:</p> <ul style="list-style-type: none"> • Speaking and listening, from 83% in 2023 (semester 1) to 86% • Reading and viewing, from 83% in 2023 (semester 1) to 86% • Number and algebra, from 90% in 2023 (semester 1) to 93%. 	<p>Speaking and listening, from 83% in 2023 (semester 1) to 84% Reading and viewing, from 83% in 2023 (semester 1) to 84% Number and algebra, from 90% in 2023 (semester 1) to 91%.</p>
		<p>By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 68% in 2022 to 75% • High expectations for success from 68% in 2022 to 75%. 	<p>Student voice and agency from 68% in 2022 to 70% High expectations for success from 68% in 2022 to 70%.</p>
		<p>By 2027, increase the percentage of staff responding positively to the School Staff Survey factors:</p> <ul style="list-style-type: none"> • Understand formative assessment factor from 33% in 2022 to 50% • Promote student ownership of learning factor from 33% in 2022 to 50% 	<p>Understand formative assessment factor from 33% in 2022 to 37% Promote student ownership of learning factor from 33% in 2022 to 37% Use student feedback to improve practice factor from 33% in 2022 to 39% Skills</p>

		<ul style="list-style-type: none"> • Use student feedback to improve practice factor from 33% in 2022 to 60% • Skills to measure impact factor from 50% in 2022 to 55%. 	to measure impact factor from 50% in 2022 to 51%.
		By 2027, increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.75.	Increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.63
Enhance each students' wellbeing	Yes	By 2027, increase the percentage of students responding positively to the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Perseverance from 60% in 2022 to 67% • Sense of confidence from 68% in 2022 to 75% • Sense of inclusion 68% in 2022 to 78% • Sense of connectedness from 79% in 2022 to 83%. 	Perseverance from 60% in 2022 to 62% Sense of confidence from 68% in 2022 to 70% Sense of inclusion 68% in 2022 to 71% Sense of connectedness from 79% in 2022 to 80%.
		By 2027, increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 80%.	Increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 75%
		By 2027, increase the whole school student communication profile scores for: <ul style="list-style-type: none"> • Requesting assistance from 2.66 in 2022 to 2.75 • Expression of enjoyment – emotion from 2.38 in 2022 to 2.75 	Increase the whole school student communication scores for: Requesting assistance from 2.66 in 2022 to 2.68 Expression of enjoyment – emotion from 2.38 in 2022 to 2.46

Goal 2	Improve learning outcomes for all students
12-month target 2.1-month target	Speaking and listening, from 83% in 2023 (semester 1) to 84% Reading and viewing, from 83% in 2023 (semester 1) to 84% Number and algebra, from 90% in 2023 (semester 1) to 91%.

12-month target 2.2-month target	Student voice and agency from 68% in 2022 to 70% High expectations for success from 68% in 2022 to 70%.
12-month target 2.3-month target	Understand formative assessment factor from 33% in 2022 to 37% Promote student ownership of learning factor from 33% in 2022 to 37% Use student feedback to improve practice factor from 33% in 2022 to 39% Skills to measure impact factor from 50% in 2022 to 51%.
12-month target 2.4-month target	Increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.63
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Consistently embed the CSDS instructional model in all classes and learning areas for all students Yes
KIS 2.b Teaching and learning	Continue the development and embedding of the Professional Learning Community (PLC) model 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 development of the CSDS instructional model was a major focus from the previous Strategic Plan. We have included an acting Learning Specialist in our workforce to facilitate the consistent use of the model and embed it across the whole curriculum. We feel that this will increase the teachers' understanding of the model that will, in turn, improve teaching and ultimately student outcomes in all learning areas.
Goal 3	Enhance each students' wellbeing
12-month target 3.1-month target	Perseverance from 60% in 2022 to 62% Sense of confidence from 68% in 2022 to 70% Sense of inclusion 68% in 2022 to 71% Sense of connectedness from 79% in 2022 to 80%.
12-month target 3.2-month target	Increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 75%

12-month target 3.3-month target	Increase the whole school student communication scores for: Requesting assistance from 2.66 in 2022 to 2.68 Expression of enjoyment – emotion from 2.38 in 2022 to 2.46	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Teaching and learning	Continue whole school approaches to improve student wellbeing	Yes
KIS 3.b Engagement	Strengthen partnerships with families, carers, specialist providers, wider community, and organisations	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.	Our review highlighted the fact that our tiered supports through the SWPBS framework had been transformative in the way staff worked with students. We continue to provide strong practices around the management of the environment and the teaching of behaviours to promote desired behaviours. After completing the Cultural Action Tool, we will look to include and delve more deeply into the Aboriginal and Torres Strait Islander perspectives in all curriculum areas. This will also include community engagement through connections with local Koorie Elders.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning outcomes for all students
12-month target 2.1 target	Speaking and listening, from 83% in 2023 (semester 1) to 84% Reading and viewing, from 83% in 2023 (semester 1) to 84% Number and algebra, from 90% in 2023 (semester 1) to 91%.
12-month target 2.2 target	Student voice and agency from 68% in 2022 to 70% High expectations for success from 68% in 2022 to 70%.
12-month target 2.3 target	Understand formative assessment factor from 33% in 2022 to 37% Promote student ownership of learning factor from 33% in 2022 to 37% Use student feedback to improve practice factor from 33% in 2022 to 39% Skills to measure impact factor from 50% in 2022 to 51%.
12-month target 2.4 target	Increase the whole school student communication profile score for expressing opinion from 2.57 in 2022 to 2.63
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Consistently embed the CSDS instructional model in all classes and learning areas for all students
Actions	Build staff understanding of the Instructional Model and its application across all learning areas.
Outcomes	<ul style="list-style-type: none"> • Students will demonstrate improved outcomes across all learning areas. They will have a better understanding of, and voice/agency in, their own learning through the consistent use of the Instructional Model. • Teachers will be proficient in teaching using the structure of the school model. They will consistently teach using each phase of the model to improve both teaching practice and student outcomes. • Leaders will further support distributed leadership across the school by employing the Learning Specialist role. • Community will develop an understanding of how to support their children in their learning through the gradual release of responsibility practice within the Instructional Model.

Success Indicators	<ul style="list-style-type: none"> • The use of teacher judgements against the Victorian Curriculum within our curriculum tracker, will demonstrate attainment of the targets set at the beginning of the SSP. • Maximise staff completion of the Staff Survey to gather data toward the targets. • Data base of completed lesson plans utilising the Instructional Model will increase and be used regularly. • Improved use of the Instructional Model, through observational rounds and peer observation opportunities and driven by the Learning Specialist role, will lead to more explicit and focussed teaching and learning. • Suite of professional learning for teachers around embedding the Instructional Model across all learning areas. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create and develop an internal acting Learning Specialist role to drive the implementation of the Instructional Model.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a suite of professional learning for teachers to improve understanding of the use of the Instructional Model across the curriculum: - instructional coaching approach - 'chalk and talk' (staff presentation) - develop peer observation process	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed the Instructional Model in the PLC inquiry and strategies to drive a more rigorous and consistent implementation of the IM.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create and utilise a Google Drive for lesson plans, across all curriculum areas, incorporating the Instructional Model, to be shared by teachers.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Release teaching staff to support Peer Observations with the Learning Specialist for embedding the Instructional Model.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Enhance each students' wellbeing			
12-month target 3.1 target	Perseverance from 60% in 2022 to 62% Sense of confidence from 68% in 2022 to 70% Sense of inclusion 68% in 2022 to 71% Sense of connectedness from 79% in 2022 to 80%.			
12-month target 3.2 target	Increase the percentages of students achieving growth within or above Victorian Curriculum Personal and Social Capability levels (Self-Awareness and Management and Social Awareness and Management strands) from 74% in 2023 to 75%			
12-month target 3.3 target	Increase the whole school student communication scores for: Requesting assistance from 2.66 in 2022 to 2.68 Expression of enjoyment – emotion from 2.38 in 2022 to 2.46			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Continue whole school approaches to improve student wellbeing			
Actions	Strengthen the tiered support systems across the school to maximise learning and wellbeing outcomes.			
Outcomes	<ul style="list-style-type: none"> Students will feel safe and have strong wellbeing and resilience. They will be able to access the Mental Health Practitioner and the Mental Health and Wellbeing Leader. Teachers will gain a greater insight into the mental health menu and what strategies they can employ to continuously 'grow' wellbeing across the school. Further development and use of SWPBS lesson plans will ensure more desired behaviours. Greater understanding and use of the High Impact Wellbeing Strategies. Leaders will have a stronger sense of whole community wellbeing and further areas for intensive supports to be employed. 			

	<ul style="list-style-type: none"> The community will have more interaction with the school and a growing knowledge of the supports we employ to support cultural safety and wellbeing. 			
Success Indicators	<ul style="list-style-type: none"> Mental Health Practitioner and Mental Health and Wellbeing Leader liaise to develop pathways for both roles as well as utilise programs from the mental health menu. Use of SWPBS tiered supports (particularly Tier 1 and 2) will increase and become more sophisticated. Lesson plans developed for each area of the SWPBS teaching matrix. Targets around AToSS, Vic Curric and Communication Profile will be achieved. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Further develop the MHP and MHWL roles to support whole community approach to mental health and wellbeing.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,458.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use the mental health fund to purchase appropriate mental health and wellbeing initiatives from the mental health menu. including: - Healthy Masculinity Program through Merri Health	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Prioritise and reenergise Tier 1 practices across the school and in classrooms.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Explore and extend SWPBS practices by participating in the state Tier 1 Classroom Systems training.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop the Aboriginal and Torres Strait Islander perspectives within our curriculum documents and across learning areas.	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff complete the CUST training.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$20,427.40	\$20,000.00	\$427.40
Disability Inclusion Tier 2 Funding	\$20,003.41	\$0.00	\$20,003.41
Schools Mental Health Fund and Menu	\$27,957.50	\$27,958.00	-\$0.50
Total	\$68,388.31	\$47,958.00	\$20,430.31

Activities and milestones – Total Budget

Activities and milestones	Budget
Create and develop an internal acting Learning Specialist role to drive the implementation of the Instructional Model.	\$6,000.00
Develop a suite of professional learning for teachers to improve understanding of the use of the Instructional Model across the curriculum: - instructional coaching approach - 'chalk and talk' (staff presentation) - develop peer observation process	\$2,000.00
Release teaching staff to support Peer Observations with the Learning Specialist for embedding the Instructional Model.	\$2,000.00
Further develop the MHP and MHWL roles to support whole community approach to mental health and wellbeing.	\$20,458.00
Use the mental health fund to purchase appropriate mental health and wellbeing initiatives from the mental health menu.	\$7,500.00

including: - Healthy Masculinity Program through Merri Health	
Prioritise and reenergise Tier 1 practices across the school and in classrooms.	\$5,000.00
Develop the Aboriginal and Torres Strait Islander perspectives within our curriculum documents and across learning areas.	\$2,000.00
All staff complete the CUST training.	\$3,000.00
Totals	\$47,958.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Create and develop an internal acting Learning Specialist role to drive the implementation of the Instructional Model.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop a suite of professional learning for teachers to improve understanding of the use of the Instructional Model across the curriculum: - instructional coaching approach - 'chalk and talk' (staff presentation) - develop peer observation process	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Release teaching staff to support Peer Observations with the Learning Specialist for embedding the Instructional Model.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT

Prioritise and reenergise Tier 1 practices across the school and in classrooms.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop the Aboriginal and Torres Strait Islander perspectives within our curriculum documents and across learning areas.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
All staff complete the CUST training.	from: Term 2 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Support services
Totals		\$20,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Further develop the MHP and MHWL roles to support whole community approach to mental health and wellbeing.	from: Term 1 to: Term 4	\$20,458.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students <p style="text-align: center;">This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)

Use the mental health fund to purchase appropriate mental health and wellbeing initiatives from the mental health menu. including: - Healthy Masculinity Program through Merri Health	from: Term 1 to: Term 4	\$7,500.00	<input checked="" type="checkbox"/> Koorie Education Coordinators (free) This activity will use Mental Health Menu programs ○ Program delivered in school by external service provider
Totals		\$27,958.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop a suite of professional learning for teachers to improve understanding of the use of the Instructional Model across the curriculum: - instructional coaching approach - 'chalk and talk' (staff presentation) - develop peer observation process	✓ Learning specialist(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Demonstration lessons 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Pedagogical Model 	✓ On-site
Release teaching staff to support Peer Observations with the Learning Specialist for embedding the Instructional Model.	✓ Leadership team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Individualised reflection 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Learning specialist ✓ Pedagogical Model 	✓ On-site
Develop the Aboriginal and Torres Strait Islander perspectives within our curriculum documents and across learning areas.	✓ Teaching and learning coordinator	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Whole school pupil free day 	<ul style="list-style-type: none"> ✓ Internal staff ✓ External consultants <p>KESO</p>	<ul style="list-style-type: none"> ✓ Off-site <p>TBA</p>
All staff complete the CUST training.	✓ Leadership team	from: Term 2 to: Term 2	<ul style="list-style-type: none"> ✓ Individualised reflection 	<ul style="list-style-type: none"> ✓ Whole school pupil free day 	<ul style="list-style-type: none"> ✓ Internal staff ✓ External consultants <p>CUST Team</p>	<ul style="list-style-type: none"> ✓ Off-site <p>TBA</p>

					<input checked="" type="checkbox"/> Departmental resources Aboriginal and Torres Strait Islander perspectives	
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