**Annual Implementation Plan: for Improving Student Outcomes**

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| **School name:** Skene Street Specialist School | **Year:** 2017 |
| **School number:** 5272 | **Based on strategic plan:** 2015 -2018 |
| Endorsement:Principal: Sandi Slocombe 2017 | Senior Education Improvement Leader: Brendan Ryan 2017 |
| School council: Graeme Ferguson 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.

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| **School Strategic Plan goals** |  | **Improvement Priorities**  | **Improvement Initiatives** | **✓** |
| * **To further develop and enhance student connectedness to school by supporting all members of the school community**
* **To further develop and enhance a broad range of strategies to support the wellbeing and individual needs of all students across the school and in the broader community**
 |  | **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 | **x** |
|  | Setting expectations and promoting inclusion | **√√** |
|  | **Community engagement in learning** | Building communities |  |

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| **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.**  |
| At Skene Street Specialist School we will undertake the following initiatives to improve student outcomes and address staff wellbeing:* Continue to work on the introduction of the mandated curriculum, *The Victorian Curriculum F-10.* We recognize that individualised instruction and planning are an integral part of the specialist school pedagogy and our IEP’s and program content reflect this value.
* To implement cohesive assessment strategies across the school , monitoring student progress and adjusting teaching strategies as required.
* Building and maintaining strong and viable Communities of Practice, within our school, cluster and wider collegiate community. This will assist us to build capacity beyond our individual school and provide the opportunity to reflect on and extend our current practice.
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| **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)** |
| **Curriculum planning and assessment**  | * Building consistency and quality of teaching practice across the school in terms of student performance
* Engage in PLT meetings to investigate and implement cohesive assessment strategies, providing more accurate data
* Continue to build a Community of Practice approach, to bring expertise, innovation and professional challenge to our staff
 |
| **Building practice excellence** | * To offer a safe, supportive and inclusive school to all staff and students, celebrating and protecting diversity and understanding of others.
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**Section 2: Improvement Initiatives**

 **⚫** 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.

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| **STRATEGIC PLAN GOALS**  | **To further develop and enhance a broad range of strategies to support the wellbeing and individual needs of all students across the school and in the broader community** |
| **IMPROVEMENT INITIATIVE** | **Continue to work on the introduction of the mandated curriculum, The Victorian Curriculum F-10. We recognize that individualised instruction and planning are an integral part of the specialist school pedagogy and our IEP’s and program content reflect this value** |
| **STRATEGIC PLAN TARGETS** | ***Continued development of Living Skills program and Play based learning*** |
| **12 MONTH TARGETS** | ***Inclusion in Vocational Skills Program (Seniors) and Developmental Learning sessions (Early Years) for our student*** |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | **WHO**  | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** |
| **Progress Status** | **Evidence of impact** | **Budget** |
| **Estimate**  | **YTD** |
| Building **consistency** and quality of teaching practice across the school in terms of student performance | * Teacher PLT conduct audit of current curriculum and assess priority areas within the SSP and AIP
* Continue working through the ‘Process of Curriculum Development’
 | Principal and teaching staff | In time for mid-year reports | 6 months: IEP, Reports to parents, classroom planners and yearly planner documents in line with Victorian Curriculum | **⚫ ⚫ ⚫**  | A3 files for each class with documents completed |  |  |
| 12 months: Curriculum Content and ‘By year class planner’ complete for the 2018 school program | **⚫ ⚫ ⚫**  |  |  |  |
| Engage in PLT meetings to investigate and implement **cohesive assessment** strategies, providing more accurate data | * PLT meetings regularly to formulate and implement assessment strategies
* Assessment strategies to be included in ‘By Yearly’ class planners for each class
 | Principal and teaching staff | Weekly during2017 | 6 months: relevant / consistent assessment conducted | **⚫ ⚫ ⚫**  | List assessments conducted e.g. ABLES, PM Benchmarks, on line assessments |  |  |
| 12 months:consistent assessments used for final year reportsData analysed, ready for formulating 2018 IEP’s | **⚫ ⚫ ⚫**  |  |  |  |
| Continue to build a **Community of Practice** approach, to bring expertise, innovation and professional challenge to our staff | Wimmera Specialist Schools C of P:* Vocational skills program (senior classes)
* Vic Curriculum development team (Cameron Peveritt- chairperson)
 | Principals and staff |  | 6 months: - review of programs for individual students ( engagement, attendance)-meetings and minutes of development team | **⚫ ⚫ ⚫**  | -regular student attendance at Vocational program.- teacher evaluation and assessments throughout program |  |  |
|  |  |  |  | 12 months:- collaboration at a C of P level for Vic Curric Development | **⚫ ⚫ ⚫**  | -meetings with C of P team to evaluate successes/ improvements |  |  |

**Section 3: Other Improvement Model Dimensions**

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| **STRATEGIC PLAN GOALS** | **To further develop and enhance student connectedness to school by supporting all members of the school community** |
| **OTHER IMPROVEMENT MODEL DIMENSIONS**  | **Building practice excellence** |
| **STRATEGIC PLAN TARGETS** | * To provide training in respect to behaviour management strategies

Individual Behaviour Support Plans are enhanced by strengthened by additional personal and programs. |
| **12 MONTH TARGETS** |  |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | **WHO**  | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** |
| **Progress Status** | **Evidence of impact** | **Budget** |
| **Estimate**  | **YTD** |
| To offer a **safe, supportive and inclusive school** to all staff and students, celebrating and protecting diversity and understanding of others | * Continuation of Chaplaincy program supporting students, staff and families
* Employment of student welfare support/ mentor

Relevant P.D. for staff related to Behaviour Management. | ChaplainPrincipal | At all times | 6 months:• health and wellness of staff and students• Parent and staff opinion surveys | **⚫ ⚫ ⚫**  | Chaplaincy reportsStaff morale and peer support program |  |  |
| 12 months:‘Bridges out of Poverty” PDPBS sessions (Carlo/ Regional staff) | **⚫ ⚫ ⚫**  | Decrease in Non critical incidents / suspensionsImplemention of further behaviour support strategiesi.e. GOTCHA program, Aussie of the Month, PBS |  |  |

**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 Continua of Practice should be completed as data becomes available]

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| **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** | Yes | 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. For all other initiatives and dimensions, please consult the *Focus question and data matrix* (link) for suggested enquiry based questions and data sets to be used for investigation.] |
| **Curriculum planning and assessment** | Yes | Select status |  |
| Evidence-based high impact teaching strategies | Yes | Select status |  |
| Evaluating impact on learning | No | Select status |  |
| **Professional leadership** | **Building leadership teams** | No | Select status |  |
| Instructional and shared leadership | No | Select status |  |
| Strategic resource management | No | Select status |  |
| Vision, values and culture | Yes | Select status |  |
| **Positive climate for learning** | **Empowering students and building school pride** | No | Select status |  |
| **Setting expectations and promoting inclusion** | Yes | Select status |  |
| Health and wellbeing | Yes | Select status |  |
| Intellectual engagement and self-awareness | No | Select status |  |
| **Community engagement in learning** | **Building communities** | Yes | Select status |  |
| Global citizenship | No | Select status |  |
| Networks with schools, services and agencies | Yes | Select status |  |
| Parents and carers as partners | No | 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 herethe 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] |
| **Next Steps:** |