

# 2019 Annual Implementation Plan: for Improving Student Outcomes

School name: Skene Street Specialist School

School number: 5272

Based on School Strategic Plan: 2018-2022



## GOAL 1:

<b>STRATEGIC PLAN GOAL 1</b>	<b>To improve individual student learning growth across all domains with a focus on English and Mathematics.</b>
<b>STRATEGIC PLAN TARGETS</b>	- At least 80 per cent of students will achieve their English and Maths goals as set in their IEPs.
<b>12 MONTH TARGETS</b>	-students deemed capable will show growth in their ABLES data in English and Maths, which will be collated and reported in Cases 21 achievement data. By the end of 2019, we will have 3 year data set on most students
<b>FISO IMPROVEMENT INITIATIVE</b>	<b>Building practice excellence</b>
<b>FISO IMPROVEMENT INITIATIVE RATIONALE</b>	-During 2018 intensive work was conducted around KIS 1, this will continue in 2019, building on the solid foundations in this area. It is ongoing work with structures set in place. - 2019 focus will be on 'Excellence in Teaching and Learning' as 2 out of 4 areas were rated as evolving through internal and review panel assessment. We have set in place strong network and cluster links and will now focus on increased internal structures for peer support. We will ensure that professional learning is collaborative, involving reflection and feedback. Formalising, refining structured protocols for peer observation. We will have 3 graduate teachers on staff in 2019 and thus, provision for mentoring and peer observation will be vital.

<b>Key Improvement Strategies</b>	<b>To build staff capacity to identify and focus on point of need learning. (BPE)</b>
<b>Actions</b>	<b>Peer observation</b> : Establish and monitor a peer observation schedule for each term that includes at least 2 peer observations for each staff member, and support this with time release Develop teacher knowledge and capacity to work as effective teams utilising a PLT process, to improve student outcomes through collaborative planning and assessment practices, including moderation. <b>-Mentoring of graduate teachers 2019:</b> Provide access to PL for mentor teacher and graduate teachers Provide time within the whole school program to allow observation and joint teaching opportunities <b>-Ensure PL for staff is embedded in the approach to implementation:</b> Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders
<b>Outcomes</b>	This strategy is demonstrated when: Leader: use current research and use the Improvement Cycle to plan, implement, monitor and evaluate this work Provide ongoing feedback to and support to build collective efficacy Identify and target areas of PL to build collective efficacy  Teachers :Evaluate the impact of their teaching on learning by analysing multiple sources of data Challenge and support each other to improve professional practice Monitor student learning and support students to move towards increasing functional English and Maths skills  Students: Actively engage with the learning goals in their ILP Engage actively in tasks Understand the process required to complete tasks
<b>Success Indicators</b>	Leader will: <ul style="list-style-type: none"> <li>support staff through professional learning and coaching conversations to deepen their understanding of the development of reading and spelling skills in children</li> <li>Provide the opportunity for staff to be involved in PL opportunities and regular peer interaction sessions- workforce structure/ timetabling/ staff roles</li> </ul> Teachers and ES staff will: <ul style="list-style-type: none"> <li>work collaboratively with colleagues to moderate common assessment tasks to develop consistent teacher judgement outcomes.</li> <li>participate in peer observation sessions, following protocols and guidelines developed collaboratively.</li> <li>participate in PL opportunities provided as a whole a staff and individually, based on professional roles and interests</li> <li>identify and adopt differentiated pedagogical practices that meet the learning needs of their students.</li> </ul> Students will: <ul style="list-style-type: none"> <li>show growth in the areas of English and Maths within their capacity and abilities</li> <li>participate in the development of goals and learning choices as provided by staff.</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP	WHEN	BUDGET ESTIMATE	Monitoring	
Strategic Resource Management Develop a suite of resources that staff may utilise to engage in the peer observation and mentoring program (e.g. protocols, checklists, iPads, time allocation, etc.)	Principal Teacher PLT	Yes	Term 1		<i>6 months:</i>	<i>12 months:</i>
Monitoring using the Improvement Cycle Establish and monitor a peer observation schedule for each term that includes at least 2 peer observations for each staff member, and support this with time release	Principal Teacher PLT	Yes	Tm 1-4		<i>6 Months:</i>	<i>12 Months:</i>
Professional Learning Conduct weekly whole staff briefings and staff meetings and teacher PLT's, proving agendas and PL opportunities	Principal		tm 1-4			
Strategic Resource Management Develop agreed common goals for all staff PDPs, with line of site to SSP & AIP	All staff		tm 1-4			
Participate in the peer observation program as specified in the agreed and documented processes	Teacher PLT		tm- 1-4			



### GOAL 3:

<b>STRATEGIC PLAN GOAL 3</b>	<b>Effect school leadership that supports improved student learning, engagement and wellbeing outcomes.</b>
<b>STRATEGIC PLAN TARGETS</b>	-By the end of 2022, the Positive Outcomes for the School Leadership module in the SSS will be above 80 per cent. -The budget supports the provision of appropriate leadership positions in the school for the life of the SSP. -The budget remains in surplus for the life of the SSP.
<b>12 MONTH TARGETS</b>	-Increase in the school leadership module of the SSS, with the implementation of workforce planning changes and restructuring. - increase in general satisfaction section and overall participation rate in 2019 POS To provided targeted time allocation for development of 'Centre of Excellence' project related to Living Skills Centre. To keep budget in surplus around \$60,000
<b>FISO IMPROVEMENT INITIATIVE</b>	<b>Instructional and shared leadership</b>
<b>FISO IMPROVEMENT INITIATIVE RATIONALE</b>	A very strong theme to emerge from the Peer review process was the need to formalise and delegate leadership roles within the school. This has been difficult in the past as we have had to be reserved with staffing, due to a large bridging finance loan and SRP deficit an issues with school leadership changes. As we are now in a more stable financial and staffing position, we have the ability to implement a workforce plan that will allow shared instructional leadership to be implemented. We would aim to move from embedding to evolving in our school improvement journey.

<b>Key Improvement Strategy 1</b>	<b>Develop the capacity of staff within the school to undertake leadership roles in line with school priorities (ISL)</b>
<b>Actions</b>	Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership (time allowance) - Build on practice excellence by providing staff with the opportunity to develop skills, utilize Professional Practice Days and PL programmes
<b>Outcomes</b>	This strategy is demonstrated when: Leader: Clearly defined roles and responsibilities are defined and implemented/ PLT operating to build collective efficacy. Program outline and resources attached to 'Centre of Excellence: Living Skills Centre project  Teachers : Will conduct planning and organisation of set areas of responsibility within their relevant AITSL standards. Challenge and support each other to improve professional practice through the use of: FISO, Practice Principles, Instructional model and HITS  Students: Engage actively in tasks and programmes offered to them
<b>Success Indicators</b>	Leader will: <ul style="list-style-type: none"> <li>support staff through professional learning (structured and informal) and coaching conversations to deepen their understanding of the school priorities and their individual roles and responsibilities</li> <li>liaise with the Business Manager / Finance Committee and School Council to ensure financial position is maintained</li> <li>Meet with curriculum leader on a weekly basis to plan and track progression of 'Centre of Excellence: Living Skills Centre' project</li> </ul> Teachers and ES staff will: <ul style="list-style-type: none"> <li>work collaboratively with colleagues to implement and plan programmes and activities within their designated areas of responsibility</li> <li>participate in PL opportunities provided as a whole a staff and individually, based on building knowledge and understanding of improving professional practice</li> <li>provide evidence of implementation of areas of responsibility- program outlines, special activities, weekly programs etc.</li> </ul> Students deemed capable will: <ul style="list-style-type: none"> <li>show growth in learning areas, as per IEP goals</li> </ul>

ACTIVITIES AND MILESTONES	WHO	PLP?	WHEN	BUDGET ESTIMATE	MONITORING				
						Evidence			Budget
						6 months	12 months:		YTD
Workforce Planning Using the SRP planner, review and finalise the current workforce plan with a view to strengthening professional practice through shared instructional leadership	Principal	yes	Tm 1-4			6 months	12 months:		
Monitoring using the Improvement Cycle Staff use PLT and staff meeting PL time to inform/ share and update staff on progress and program information	All staff	Yes	Tm 1-4						
Monitoring using the Improvement Cycle Establish PT & staff meeting agendas and timetable to plan and utilise information to inform and improve teacher practice: FISO, Practice Principles, Instructional model and HITS	Principal Teacher PLT	Yes	Tm 1-4						

