

Annual Implementation Plan: for Improving Student Outcomes

School name: Frankston Special Developmental School

Year: 2017

School number: 5143

Based on strategic plan: 2015-2018

Endorsement:

Principal Scott Tucker

Senior Education Improvement Leader Stan Szuty

School council Marita Hayes-Brown

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	
<p>To improve the communication skills of all students</p> <p>To improve the social competencies of all students</p> <p>To develop the independence of all students</p>	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.

During a rigorous and thorough school self-evaluation in 2014 we identified our priorities at Frankston SDS for our SSP 2015-2018. These derived from reviewing our existing school data and surveys with both parents, staff and students. Staff, student and parental survey data indicated that high priority areas for improved student outcomes included developing student communication skills, independence and social competencies. These areas have become our SSP and AIP focuses and all PD, programs and curriculum initiatives are developed with these areas in mind. We aim to improve teacher knowledge and practice, to improve student outcomes in these three areas. We aim to provide our students with educational programs that are tailored towards the individual and provide them with life skills that support them to develop maximum independence within the community.

At Frankston SDS we recognise that effective teaching has the single biggest impact on student improvement, student achievement, engagement and motivation. Therefore our chosen initiatives reflect this and focus on developing teacher knowledge and capacity by using a shared pedagogy when implementing programs, assessing and writing targets.

Our Priorities: At Frankston SDS our priorities for development in 2017 and beyond are developing Excellence in Teaching and Learning. We aim to develop an agreed curriculum with essential learning within a scope and sequence known across the whole school. We want our students to become more empowered within the school and to have a voice in their learning processes and to feel a sense of belonging. We also want the students and staff to have a shared knowledge of behavioural expectations and to develop an understanding of creating a positive school climate. We also aim to strengthen our relationships with the broader school community by developing Blackwood Outdoor Education Centre as a campus of Frankston SDS.

The initiatives below have been selected very carefully and reflect the areas of direct need within our school community. We believe these initiatives chosen will ensure our school has a shared vision of high expectations for all of our students so that every student experiences optimal success.



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	<ul style="list-style-type: none">• Implement consistency in using the FSDS English Curriculum to develop unit planners• Develop knowledge in the use of the Pathways curriculum• Consistent implementation of the FSDS English curriculum and I Can be Safe checklists• Implement consistent targets for ILPs



Framework for Improving Student Outcomes

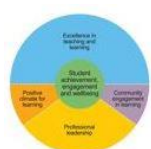
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Section 2: Improvement Initiatives

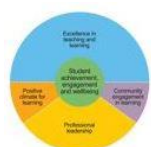
Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, 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		<ul style="list-style-type: none"> To improve the communication skills of all students To improve the social competencies of all students To develop the independence of all students 							
IMPROVEMENT INITIATIVE		Curriculum planning and assessment							
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 100% of Individual Learning Plans will include SMART goals for communication, Independence and social competencies All staff will accurately record entry level skills and targets on the Students Individual Learning Plans (ILP) A uniform and expanded range of assessments will be developed for Communication ILP goals Students will have shown progress on their I Can be Safe checklists 							
12 MONTH TARGETS		<ol style="list-style-type: none"> Further develop staff consistency in recording entry level and outcome targets for ILPs in the area of Communication, Social competencies and Independence Implement the use of the Pathways curriculum for Students who are 15 years and over Implement a term by term curriculum planning document for the Middle and Junior school All staff will accurately record students' progress on the Frankston SDS Victorian Curriculum speaking and Listening and I can Be Safe checklists 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
1. Implement consistent targets for ILPs	FSDS bank of well written examples of SMART goals developed across departments for communication, social competencies and independence. Teachers will be involved in PD sessions in term two. Leadership will meet to gather examples of goals to moderate and have a shared philosophy on what a SMART goal looks like for each area.	Leadership	PLTs term 1/2	6 months: <ul style="list-style-type: none"> All staff will have written Smart goals in the areas of communication, interpersonal development and social competencies All teachers will have consulted with speech therapists to write their communication goals All teachers will moderate examples of 2016 ILP goals in PLT meetings 	● ● ●				
				12 months: <ul style="list-style-type: none"> A bank of well written goals has been compiled from well written ILP goals 	● ● ●				
2. Develop knowledge of the Pathways curriculum	Staff will increase their capacity to use the Pathways curriculum for use of students over the age of 15 years. Senior staff allocated time to work together in PLTs and AGR meetings	Leadership	PLTs/ARG term 2/3	6 months: <ul style="list-style-type: none"> All senior parents have completed the MIPs survey with their students and met with teachers All Senior teachers will have a MIPs plan written for all senior students linked to the Pathways curriculum 	● ● ●				
				12 months:	● ● ●				
3. Implement consistency in the use of the FSDS English curriculum to develop unit planners	Staff will demonstrate consistency in the development of unit planners inclusive of the FSDS curriculum. Middles and juniors will have collaboratively developed unit planners for speaking and listening. Coaches are to be trained and given time to work with staff. Evidence presented in ARG meetings	Leadership	PLTs/ARG term 2/3	6 months: <ul style="list-style-type: none"> Coaches have been trained to assist with developing unit planners 	● ● ●				
				12 months: <ul style="list-style-type: none"> All teachers have evaluated the impact of their Speaking and Listening unit planners 	● ● ●				
4. Consistent implementation of the FSDS curriculum checklists	Staff will have used the FSDS Curriculum checklist collaboratively and with greater consistency for communication and I Can Be Safe. Moderation by leadership in departments meetings and PLTs	Leadership	Department/PLTs terms 2/4	6 months: <ul style="list-style-type: none"> All staff have collaboratively completed their Speaking and Listening and I Can be Safe checklists each term Teachers have been involved in moderating examples for checklists in term 1 	● ● ●				
				12 months:	● ● ●				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		<ul style="list-style-type: none"> To improve the communication skills of all students To improve the social competencies of all students To develop the independence of all students 						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive climate for learning						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> 75% increase across the school of 'achieved' on SWPBS implementation checklist All students on Positive behaviour Plan (PBPs) will show a reduction of tier 2 and tier 3 behaviours A transition program will be introduced for students across the school 						
12 MONTH TARGETS		<ol style="list-style-type: none"> Consistently implement the school rules Implement staff competency in use of Sentral Implement transition programs across the school 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1. Consistent implementation of behavioural expectations across the school	SWPBS team implement the checklist to evaluate consistency in the use of the school wide expectations across the school.	Leadership, SWPBS team	SWPBS meetings	6 months: <ul style="list-style-type: none"> Checklist presented to SWPBS team 	● ● ●			
				12 months: <ul style="list-style-type: none"> 50% increase across the school of 'achieved' on SWPBS implementation checklist 	● ● ●			
2. Revise reporting strategies of tier 2 and 3 behaviours to parents using Sentral	Implement staff competency in the use of Sentral to record tier 1,2,3 behaviours. Staff are made aware of the use of the STAR reporting system through PD with leading teachers in PLTs and staff meetings	Leadership SWPBS coordinator	Staff meetings welfare team	6 months: <ul style="list-style-type: none"> All staff have been involved in a curriculum day PD on identifying behaviour infractions and the use of the STAR reporting system All staff involved in termly PD in staff meetings using video examples of tier 2 and 3 behaviours 	● ● ●			
				12 months:	● ● ●			
3. Implement transition programs for new middle, senior and students new to the school	Transition packs handed out to all new students. All graduating students create a document for post school placement. Consistent staff handover of student information to new teachers at information night.	Leadership	Allocated meeting time	6 months: <ul style="list-style-type: none"> All new students have received updated transition packs 	● ● ●			
				12 months:	● ● ●			



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]

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]				
Next Steps:				

