

# Annual Implementation Plan 2013

## Hamilton Special Developmental School

### 5283

Based on Strategic Plan developed for 2013 - 2016

Endorsement by School Principal	Signed..... (Principal's signature) Name..... Date.....
Endorsement by School Council	Signed..... (School Council President's signature) Name..... Date.....
Endorsement by Regional Director or nominee	Signed..... (Regional Director or nominee's signature) Name..... Date.....



## Strategic Intent

	Goals	Targets	One Year Targets
Student Learning	To improve students' skills across the English domain.	<p>By 2016, 80% of students will demonstrate learning growth of at least two indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 40% of students will demonstrate learning growth of at least four indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 90% of students will achieve 'good progress' or better against their individual learning plan goals in English.</p>	<p>50% of students will demonstrate learning growth of at least one indicator in English as outlined in Hamilton SDS's curriculum.</p> <p>10% of students will demonstrate learning growth of at least four indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>60% of students will achieve 'good progress' or better against their individual learning plan goals in English.</p>
Student Engagement and Wellbeing	To improve students' health knowledge and physical skills.	<p>By 2016, 80% of students will demonstrate learning growth of at least two indicators in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>By 2016, 40% of students will demonstrate learning growth of at least four indicators in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>To decrease the average days absent of students from 19.5 in 2011 to 12.0 in 2016.</p>	<p>50% of students will demonstrate learning growth of at least one indicator in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>10% of students will demonstrate learning growth of at least four indicators in Health and P.E. as outlined in Hamilton SDS's curriculum.</p> <p>The average days absent of students will decrease to 17.5.</p>
Student Pathways and Transitions	To improve students' readiness for post school programs.	<p>By 2016, 90% of students aged 15+ will be involved in a program assisting transition into post-school options, in alignment with their Managed Individual Pathway plan.</p> <p>The transition mean on the Parent Opinion Survey will improve from 5.77 in 2012 to 6.20 in 2016.</p>	<p>60% of students aged 15+ will be involved in a program assisting transition into post-school options, in alignment with their Managed Individual Pathway plan.</p> <p>The transition mean on the Parent Opinion Survey will improve from 5.77 in 2012 to 5.90.</p>

## Implementation

Key Improvement Strategies and Significant Projects	What (Actions) the activities and programs required to progress the key improvement strategies	How (Resources) the budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the changes in practice or behaviours
Strengthen the capacity of staff in writing, implementing and evaluating Individual Learning Plans using Hamilton SDS's curriculum in English and Health & P.E. and the ABLES framework.	Embed the <u>Professional Learning Team</u> model into the school's meeting schedule and use the PLT forum to:				
	<ul style="list-style-type: none"> <li>explore the effective use of the ABLES resource to support high quality teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Access to ABLES via Ultranet or website</li> <li>Scheduled time in PLT meetings for training</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>ICT coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 1</li> <li>By the end of terms 1 and 3</li> </ul>	<ul style="list-style-type: none"> <li>All teachers will have completed the ABLES modules on the Ultranet</li> <li>All students will have a rocket report completed through the ABLES model</li> </ul>
	<ul style="list-style-type: none"> <li>further refine and modify goals within the school's curriculum document to reflect students' complex learning needs</li> <li>investigate and embed best practice for teaching English dimensions across the school</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for training</li> <li>Time release to generate and compile documents</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Curriculum leaders</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>The HSDS English indicators will be broken down into smaller outcome targets at each level</li> </ul>
Strengthen the capacity of staff in writing, implementing and evaluating Individual Learning Plans using Hamilton SDS's curriculum in English and Health & P.E. and the ABLES framework.	Use the <u>Professional Learning Team</u> forum to:				
	<ul style="list-style-type: none"> <li>extend staff knowledge of the Health &amp; Physical Education domain of VELS</li> </ul>	<ul style="list-style-type: none"> <li>Professional Learning budget</li> <li>Scheduled time in PLT meetings for training</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Health and P.E. coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>All staff will have received professional learning in improving the writing and evaluation of achieving Health &amp; P.E. goals</li> </ul>
	<ul style="list-style-type: none"> <li>establish measurable goals within students' Individual Learning Plans which identify outcomes in health knowledge and physical skills</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for training</li> <li>Time to generate and compile documents</li> <li>Time to formalise SSG process</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Curriculum leaders</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 1</li> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>Within each students' ILP, life skills areas of focus will be established in consultation with the student's parents</li> <li>Key life skills areas will have been defined and respective curriculum outcomes have been determined</li> </ul>

Investigate and develop curriculum options for the Transition Program.	Use the <u>Professional Learning Team</u> forum to:				
	<ul style="list-style-type: none"> <li>develop and monitor Managed Individual Pathways plans for all 15 year old students</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for training</li> <li>Time release to generate and compile documents</li> <li>Transitions budget for resources and training</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>MIPs coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 1</li> </ul>	<ul style="list-style-type: none"> <li>A Managed Individual Pathways (MIP) plan will be developed and monitored for all 15 year old students</li> </ul>
	<ul style="list-style-type: none"> <li>review and improve current practices for transition planning throughout the years of schooling</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for training</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>MIPs coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 1</li> </ul>	<ul style="list-style-type: none"> <li>Each MIP plan will clearly show an increase in the focus on developing students' independence across all school programs</li> </ul>
	<ul style="list-style-type: none"> <li>increase the focus on developing students' independence across all school programs</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for discussions and to generate and compile documents</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>MIPs coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>Current practices for transition planning throughout the years of schooling will be reviewed</li> </ul>
National Partnerships	Use the <u>Low SES School Communities National Partnership</u> funding to:				
	<ul style="list-style-type: none"> <li>establish whole-school Positive Behaviour Support program</li> </ul>	<ul style="list-style-type: none"> <li>Scheduled time in PLT meetings for training</li> <li>Time release to generate and compile documents</li> <li>Provision of resources and training</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>All staff will have a common language and established practices in documenting and managing student behaviours</li> </ul>
	<ul style="list-style-type: none"> <li>improve and resource whole-school literacy and numeracy programs</li> </ul>	<ul style="list-style-type: none"> <li>Audit current resources and practices</li> <li>Purchase required resources</li> <li>Attend PD on relevant programs</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be using common literacy and numeracy programs to ensure consistent approaches throughout the school</li> </ul>
	<ul style="list-style-type: none"> <li>improve assessment and accountability practices in monitoring student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Audit current resources and practices</li> <li>Purchase required resources</li> <li>Attend PD on relevant programs</li> </ul>	<ul style="list-style-type: none"> <li>All teachers</li> <li>MIPs coordinator</li> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will be using common literacy and numeracy assessment tools to ensure consistent monitoring of student progress throughout the school</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Improve community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scheduled time in PLT meetings for training</li> <li>▪ Time release to generate and compile documents</li> <li>▪ Provision of resources and training</li> <li>▪ Host meetings relevant to other community groups and school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff</li> <li>▪ Principal</li> <li>▪ Parents</li> <li>▪ Community organisations</li> </ul>	<ul style="list-style-type: none"> <li>▪ By the end of term 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school will be engaging in supporting the school community and other organisations in establishing dynamic and consistent approaches to teaching, learning, and transitions</li> </ul>
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