

Annual Implementation Plan 2014

Hamilton Special Developmental School 5283

Based on Strategic Plan developed for 2013 – 2016



<p>Endorsement by School Principal</p>	<p>Signed....Cameron Peverett..... (Principal's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed....Carolyn Stanhope..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed....Mary Pendergast..... (Senior Advisor Regional Performance and Planning)</p> <p>Name.....</p> <p>Date.....</p>

	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>60% of students will demonstrate learning growth of at least one indicator in English as outlined in Hamilton SDS's curriculum.</p> <p>20% of students will demonstrate learning growth of at least four indicators in English as outlined in Hamilton SDS's curriculum.</p> <p>70% 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>60% 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>50% 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 15.0.</p> <p>The behaviour management mean on the Parent Opinion Survey will increase from 6.04 to 6.30</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>70% 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 6.0.</p>

IMPLEMENTATION

Student Learning

Key Improvement Strategies and Significant Projects

Establish collective accountability for the assessment and monitoring of progress of individual students, cohorts of students and the school as a whole.

Develop and implement effective teacher professional learning to promote school-wide pedagogical practices that actively engage all students in their learning.

What (Actions) The activities and programs required to progress the key improvement strategies

Whole school implementation of a Fountas and Pinnel literacy program and benchmarking assessments

Who The individuals or teams responsible for implementation	Responsibilities What will the individual or team be accountable for	How (Resources) the budget, equipment, IT, learning time, learning space	When The date, week, month or term for completion	Achievement milestones Evidence The changes in practice or behaviours
Principal	Build teacher capacity through Professional Learning Meetings with a focus on using e ⁵ with the Fountas and Pinnel literacy program and benchmarking assessments	Moderation of student work and sharing of resources, learning and knowledge of Fountas and Pinnel elements in Teacher Meetings Establish agreed Instructional Model based on e ⁵	Fortnightly	Evidence that all students deemed as working at Foundation level or above in AusVELS English are engaged in and assessed by the Fountas and Pinnel literacy program and benchmarking system
	Appropriate allocation of resources to support Fountas and Pinnel	Allocate National Partnerships (Low SES) money towards Fountas and Pinnel resources and professional learning	March 2014	
	Collate benchmarking results to ascertain individual and student cohort growth in English	Adequate support in teachers meeting assessment schedule requirements	June and November 2014	The HSDS modified e ⁵ Instructional Model is used in all classrooms in delivering the literacy program

Teacher	Active participation in Professional Learning Meetings with a focus on using e ⁵ with the Fountas and Pinnell literacy program and benchmarking assessments	Moderation of student work and sharing of resources, learning and knowledge of Fountas and Pinnell elements in Teacher Meetings	Fortnightly	Evidence that all students deemed as working at Foundation level or above in AusVELS English are engaged in and assessed by the Fountas and Pinnell literacy program and benchmarking system
	HSDS modified e ⁵ Instructional Model and Fountas and Pinnell literacy program embedded in classroom practice	Instructional rounds and use of peer observation template Moderation of work programs	Throughout 2014	Evidence of individual student growth attained between June and November Fountas and Pinnell benchmark scores
	Produce Fountas and Pinnell benchmarking results in alignment with Assessment Schedule	Fountas and Pinnell benchmarking kit	June and November 2014	Evidence in planning that the HSDS e ⁵ Instructional Model is used in all classrooms in delivering the literacy program
Education Support	Assist teachers in delivering the Fountas and Pinnell literacy program within the e ⁵ Instructional Model	Participate in professional learning sessions targeted at their role within the e ⁵ Instructional Model and literacy program	Throughout 2014	Evidence that teachers are supported in ensuring that all students deemed as working at Foundation level or above in AusVELS are engaged in and assessed by the Fountas and Pinnell literacy program and benchmarking system Teachers are supported in ensuring that the HSDS modified e ⁵ Instructional Model is used in all classrooms in delivering the literacy program

Student Engagement and Wellbeing

Key Improvement Strategies and Significant Projects

Develop a consistent approach in positive and safe school culture, particularly in managing students with challenging behaviours.

What (Actions) The activities and programs required to progress the key improvement strategies

Whole school implementation of a School-Wide Positive Behaviour Support (SWPBS) framework.

Who The individuals or teams responsible for implementation	Responsibilities What will the individual or team be accountable for	How (Resources) the budget, equipment, IT, learning time, learning space	When The date, week, month or term for completion	Achievement milestones Evidence The changes in practice or behaviours
Principal	Professional Learning Team (PLT) Meetings scheduled fortnightly with a focus on SWPBS	Sharing of developments from PLTs in Teacher Meetings	Fortnightly	Evidence that all staff have a common language and established practices in documenting and managing student behaviours in accordance with an SWPBS Plan
	Appropriate allocation of resources to support SWPBS	Provide access, opportunities and expectations in completing SWPBS modules through the Professional Learning Portal (http://deecdvic.tech-savvy.com.au/)	April 2014	
		Allocate National Partnerships (Low SES) money towards the SWPBS Framework and in engaging a SWPBS consultant	March 2014	EduSafe incidents involving challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)
	All staff to conduct survey to indicate success of implementation	Ascertain involvement and commitment level from all staff	November 2014	
Key Teacher	Conduct SWPBS PLT Meetings fortnightly with SWPBS team	Follow prescribed SWPBS framework and share developments from PLTs in Teacher Meetings	Fortnightly	All staff have a common language and established practices in documenting and

	Complete SWPBS modules and upskill all staff in this framework	Complete SWPBS modules through the Professional Learning Portal (http://deecdvic.tech-savvy.com.au/) Conduct professional learning sessions in SWPBS, in-house and through SWPBS consultant	Throughout 2014	managing student behaviours through the development of an SWPBS Plan EduSafe incidents involving challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)
	Develop documents aimed at recording student incidents and assessing effectiveness of practice	Generate appropriate documents within budget and PLT meetings	Week 5 of Term 2	
Teacher	Complete SWPBS modules and incorporate professional learning into classroom practice	Participate in professional learning sessions in SWPBS, in-house and through external professionals	Fortnightly	Evidence that all staff have a common language and established practices in documenting and managing student behaviours in accordance with an SWPBS Plan
	Consistently record student incidents and assess effectiveness of framework	Utilise SWPBS documents and other appropriate behaviour management systems	Throughout 2014	EduSafe incidents involving challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)
	Participate in survey to indicate success of implementation	Utilise local SWPBS survey using National Partnerships (Low SES) budget	November 2014	
Education Support	Complete SWPBS modules and incorporate professional learning into classroom practice	Participate in professional learning sessions in SWPBS, in-house and through external professionals	As required	Evidence that all staff have a common language and established practices in documenting and managing student behaviours in accordance with an SWPBS Plan
	Assist teachers to record student incidents and assess effectiveness of framework	Utilise SWPBS documents and other appropriate behaviour management systems	Throughout 2014	EduSafe incidents involving

	Participate in survey to indicate success of implementation	Utilise local SWPBS survey using National Partnerships (Low SES) budget	November 2014	challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)
Business Manager	Complete SWPBS modules and incorporate professional learning into classroom practice	Participate in professional learning sessions in SWPBS, in-house and through external professionals	As required	All staff have a common language and established practices in documenting and managing student behaviours in accordance with an SWPBS Plan EduSafe incidents involving challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)
Bus Staff	Complete SWPBS modules and incorporate professional learning into classroom practice	Participate in professional learning sessions in SWPBS, in-house and through external professionals	As required	All staff have a common language and established practices in documenting and managing student behaviours in accordance with an SWPBS Plan EduSafe incidents involving challenging student behaviour are logged more consistently and rigorously, and have shown an overall decrease in severity (5 in 2013)

Key Improvement Strategies and Significant Projects

Establish whole-school cyber-safety practices

What (Actions) The activities and programs required to progress the key improvement strategies

Whole school implementation of an eSmart program

Who The individuals or teams responsible for implementation	Responsibilities What will the individual or team be accountable for	How (Resources) the budget, equipment, IT, learning time, learning space	When The date, week, month or term for completion	Achievement milestones Evidence The changes in practice or behaviours
Principal	Professional Learning Team (PLT) Meetings scheduled fortnightly with a focus on eSmart	Sharing of developments from PLTs in Teacher Meetings	Fortnightly	Evidence that all classes have incorporated cyber-safety elements in their weekly programs
	Appropriate allocation of resources to support eSmart	Provide access, opportunities and expectations in completing eSmart modules	April 2014	Evidence that all cyber-safety concerns are managed in an appropriate and timely manner
		Allocate eSmart and some of Primary Welfare budget to support program	March 2014	Evidence that eSmart (cyber-safety) policy is in effect with eSmart plan
	All staff to conduct survey to indicate success of implementation	Ascertain involvement and commitment level from all staff	November 2014	
Key Teacher	Conduct eSmart PLT Meetings fortnightly with eSmart team	Follow prescribed eSmart program and share developments from PLTs in Teacher Meetings	Fortnightly	Evidence that all teachers have been provided with cyber-safety elements to be

	Complete eSmart modules and upskill all staff in this program	Complete eSmart modules Conduct professional learning sessions in eSmart, in-house and through external professionals	Throughout 2014	incorporated into their weekly programs Evidence that all cyber-safety concerns are managed in an appropriate and timely manner
	Develop documents aimed at recording student incidents and assessing effectiveness of practice	Generate appropriate documents within budget and PLT meetings	Week 5 of Term 2	An eSmart (cyber-safety) policy and eSmart plan has been developed
Teacher	Complete eSmart modules and incorporate professional learning into classroom practice	Participate in professional learning sessions in eSmart, in-house and through external professionals	Fortnightly	Evidence that cyber-safety elements have been incorporated into their weekly programs
	Consistently record student incidents and assess effectiveness of program	Utilise eSmart documents and appropriate cyber-safety programs within classroom practices	Throughout 2014	Evidence that all cyber-safety concerns are managed in an appropriate and timely manner
	Participate in survey to indicate success of implementation	Utilise local eSmart survey to inform effectiveness of program	November 2014	Evidence that key eSmart plan components have been evidenced in planning
Education Support	Assist teachers to record student incidents and assess effectiveness of framework	Utilise eSmart documents and appropriate cyber-safety programs within classroom practices	Throughout 2014	Evidence that all classes are supported in completing cyber-safety elements in their weekly programs
	Participate in survey to indicate success of implementation	Utilise local eSmart survey to inform effectiveness of program	November 2014	Evidence that all cyber-safety concerns are managed in an appropriate and timely manner