

2016 Annual Implementation Plan: for Improving Student Outcomes

5283

Hamilton Special Developmental School 2015

Based on Strategic Plan 2013 – 2016

Endorsements

Endorsement by School Principal	Signed  Name Cameron Peverett Date 16-03-2016
Endorsement by School Council	Signed  Name Karen Roache Date 16-03-2016
Endorsement by Senior Advisor	Signed  Name Lindy Sharp Date 21 March 201 21 March 2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
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	✓

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Through the evaluation of our Parent Opinion Survey, Staff Opinion Survey, Fountas and Pinnell Literacy Data, and High Reliability Schools (HRS) Framework Staff Survey Data (Levels 1 and 2), we have decided on three initiative areas.</p> <ol style="list-style-type: none"> 1. We have chosen to focus on 'Building Practice Excellence' with a focus on 'building a collaborative culture.' This was based on 2 data sets. <ol style="list-style-type: none"> a. HRS Level 1 Staff Survey data (A Safe and Collaborative Culture) showed that the school's teachers gave an overall average of 2.97 out of a maximum of 5 over the 54 questions. <ol style="list-style-type: none"> i. In particular, the questions related to 'Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students' (Question Area 1.4) only scored an average of 1.76 out of a possible 5.0 b. The 2015 Staff Opinion Survey showed that: <ol style="list-style-type: none"> i. while the teachers and principal endorsed the 'collective responsibility' at a percent endorsement of 93.8% (component score of 87.08) the whole school percent endorsement slipped to 71.1% (component score of 79.44) when Education Support (ES) Staff were included ii. 'teacher collaboration' according to teachers sat at 75% percent endorsement (component score of 82.11), and slipped to 69.3% percent endorsement (component score of 80.27) with ES staff included iii. 'collective focus on student learning' according to teachers sat at 93.8% percent endorsement (component score of 86.88), and slipped to 75% endorsement (component score of 80.56) with ES staff included <p><i>This is consistent with our aim to develop a consistent approach to delivering, moderating, monitoring, and evaluating our curriculum and instructional practices to improve student skills within the Health and English domains within our School Strategic Plan. Teachers will show improvement in the effect of their teaching practice in all areas, particularly in Literacy and Health.</i></p> 2. We have chosen to focus on 'Building Leadership Teams' with a focus on 'building a culture that is focused on improvement.' This was based on 3 data sets. <ol style="list-style-type: none"> a. HRS Level 2 Staff Survey data (Effective Teaching in Every Classroom) showed that the school's teachers gave an overall average of 2.56 out of a maximum of 5 over the 40 questions. <ol style="list-style-type: none"> i. In particular, the questions related to 'Predominant instructional practices throughout the school are known and monitored' (Question Area 2.3) only scored an average of 2.33 out of a possible 5.0 ii. the questions related to 'Teachers have opportunities to observe and discuss effective teaching' (Question Area 2.6) only scored an average of 2.40 out of a possible 5.0 b. The 2015 Staff Opinion Survey showed that: <ol style="list-style-type: none"> i. 'Instructional Leadership' was only sitting at a percent endorsement of 75.0% amongst teachers (component score of 77.73) ii. 'Leaders Support for Change' was sitting at a percent endorsement of 79.2% amongst teachers (component score of 82.50) iii. 'Leading Change' was sitting at a percent endorsement of 45.0% amongst teachers (component score of 72.50) c. The 2015 Parent Opinion Survey showed that: <ol style="list-style-type: none"> i. 'School Improvement' sat in the 48.0 percentile in comparison to other specialist school (average of just over 6 out of 7 in Mean Factor Scores) <p><i>This is consistent with our aim to develop a consistent approach to delivering, moderating, monitoring, and evaluating our aim ? to improve student skills within the Health and English domains within</i></p>

our School Strategic Plan.

3. We have chosen to focus on 'Building Communities' with a focus on 'realising the value of harnessing the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.' This was based on 3 data sets.
 - a. HRS Level 1 Staff Survey data (A Safe and Collaborative Culture) showed that the school's teachers gave an overall average of 2.97 out of a maximum of 5 over the 54 questions.
 - i. In particular, the questions related to 'Students, parents and the school community have formal ways to provide input regarding the optimal functioning of the school (Question Area 1.6) only scored an average of 2.87 out of a possible 5.0
 - b. The 2015 Staff Opinion Survey showed that:
 - i. 'Trust in Students and Parents' was only sitting at a percent endorsement of 48.8% amongst teachers (component score of 65.75)
 - ii. 'Parent and Community Involvement' was sitting at a percent endorsement of 68.8% amongst teachers (component score of 74.17)
 - c. The 2015 Parent Opinion Survey showed that:
 - i. 'Approachability' sat in the 38.9 percentile in comparison to other specialist school (average of just over 6 out of 7 in Mean Factor Scores)
 - ii. 'Parent Input' sat in the 31.1 percentile in comparison to other specialist school (average of just over 5.5 out of 7 in Mean Factor Scores)
 - iii. 'Transitions' sat in the 44.1 percentile in comparison to other specialist school (average of just over 5.75 out of 7 in Mean Factor Scores)

This is consistent with our aim to develop a strategic approach to delivering, moderating, monitoring, and evaluating our aim ? to improve community engagement and transitions within our School Strategic Plan.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> • Embed a whole school approach to the use of data and evidence • Create processes and procedures that support quality planning and decision making • To build the capacity of students to be resilient, socially responsible and respectful in all their relationships
Building leadership teams	<ul style="list-style-type: none"> • Create a whole school culture of accountability and feedback • Develop a whole school culture of efficacy, collaboration, support and best teaching practices • Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community
Building communities	<ul style="list-style-type: none"> • To implement programs that cultivate an environment that enable student communication/choice making, student voice and leadership. • Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying • Build a community where everyone is empowered to help improve the general health, healthy practices, and access to health supports

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve students' skills across the English domain.	Targets	By 2016, 80% of students will demonstrate learning growth of at least two indicators in English as outlined in Hamilton SDS's curriculum. By 2016, 40% of students will demonstrate learning growth of at least four indicators in English as outlined in Hamilton SDS's curriculum. By 2016, 90% of students will achieve 'good progress' or better against their individual learning plan goals in English.		
		12 month targets	By the end of 2016, data collection methods will be agreed and consistently implemented to show effect size of teaching practices. By the end of 2016, High Reliability Schools (HRS) Framework and John Hattie's Effect Sizes will feature strongly in teacher professional learning. By the end of 2016, HRS surveys will be administered to all classroom teachers to show the effect of professional learning on their practice and engagement with other staff members.		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Embed a whole school approach to the use of data and evidence	<p>Teachers will utilise standard and agreed methods of data collection and evidence-based practices to inform teaching and learning.</p> <p>Teachers will contribute to individual and cohort data and support each other to analyse, interpret and develop strategies to address student needs.</p> <p>Curriculum Meetings will include opportunities to analyse and discuss data and troubleshoot strategies for improvement based on current best practices.</p>	<i>Accelerus</i> will be purchased to collect data based on an agreed assessment schedule.	Principal Teachers Curriculum PLT	Throughout 2016	<p>Teachers will provide evidence of competency in the timely collecting and analysing of data from evidence sources and used to inform personalised learning, curriculum planning and delivery.</p> <p>Teacher Performance and Development Plans will refer to evidence collected related to the improvement in the areas of student learning and the AITSL standards.</p>
Develop a whole school culture of efficacy and best teaching practices	<p>Throughout the year, teaching staff will embark on professional readings and 'point-of-need' learning, beginning with 'Teach Like a Champion 2.0'.</p> <p>A further HRS Survey will be conducted in 'Predominant instructional practices</p> <p>Subscribe to professional organisations, including the Marzano Institute, to develop the teaching practices of all staff.</p> <p>Purchase appropriate resources to support the professional readings of teaching staff.</p>	Staff role allocated to the organisation for professional learning and the purchase of resources to support the PD	Principal Teachers	Throughout 2016	<p>Teachers will show evidence of employing the agreed and current best teaching practices within their planning and peer observations.</p> <p>The results of the follow up HRS Survey will show an increase in 'Predominant instructional practices throughout the school are known and monitored' (Question Area 2.3) from 2.33 to 4.0.</p> <p>The Staff Opinion Survey will show an increase in 'Instructional Leadership' from a percent endorsement of 75.0% amongst teachers to 80.0%.</p>
Create a whole school culture of accountability and feedback	<p>An agreed Whole School Approach will be developed and resourced to ensure consistent, timely and rigorous Feedback opportunities</p> <p>Teaching staff will engage in regular peer observations, peer feedback and follow the school's instructional model.</p> <p>Staff will regularly be released from classroom teaching to observe and provide feedback on</p>	Budgets will be developed to enable staff to be released to undertake Peer Observations and Feedback.	Principal Teachers	Throughout 2016	Clear records will be kept and show that the observations made and the feedback delivered have had a influence on teaching practice. Staff will provide evidence of planning and results from lessons in a transparent manner. Staff will be able to show evidence of satisfying the AITSL standards at all times.

	the teaching of others.				
Create a whole school culture of collaboration and support	<p>Teachers will engage in collaborative professional learnings, including the work of Robert Marzano's 'High Reliability Schools' and Richard Dufour's work on Professional Learning Communities.</p> <p>Purchase appropriate resources to develop teachers' collaboration strategies and skills, including 'High Reliability Schools' and 'Professional Learning Communities'.</p> <p>Teachers will work together to moderate student work and plan together for student learning experiences. Curriculum Meetings will include opportunities to moderate student work and troubleshoot strategies for improvement based on current best practices.</p>	Budgets will be provided to enable resources to be purchased along with opportunities for teachers to be released to develop and refine their collaborative learning practices and protocols.	Principal Teachers Education Support	Throughout 2016	<p>Agreed norms and protocols have been established and implemented for meetings and collaboration opportunities. Staff report that they feel safe to present their opinions and to receive feedback and support in their teaching practices.</p> <p>HRS Level 1 Staff Survey data (A Safe and Collaborative Culture) related to 'Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of all students' (Question Area 1.4) increased from 1.76 to 3.50</p> <p>The Staff Opinion Survey shows an increase in the areas of 'collective responsibility', 'teacher collaboration' and 'collective focus on student learning'.</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve students' readiness for post school programs.	Targets	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. The transition mean on the Parent Opinion Survey will improve from 5.77 in 2012 to 6.20 in 2016.		
	12 month targets	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. The transition mean on the Parent Opinion Survey will improve from 5.77 in 2012 to 6.20 in 2016. Baseline data will be collected by the end of the year on student opinions, particularly on safety, engagement and student input			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Create processes and procedures that support quality planning and decision making	The school will improve its practices in developing and implementing MIPs and CAPs plans for students in the senior class. This will include reviewing and refining the school's Transition Curriculum in consultation with staff, students, and parents.	Review and refine the school's Transition Curriculum. Engage all families of senior students in developing MIPs and/or CAPS for the students. Hold parent workshops in defining and supporting the MIPs and CAPs options for senior students.	Principal Teacher of Senior Class	Throughout 2016	The school will have a clear and concise Transition Curriculum. All senior students with MIPs and/or CAPs plans focussed on their future transition options for their education, work opportunities, and/or adult centre placements. All senior students will be actively engaged in the elements of their MIPs and/or CAPs plans. Parent Opinion Surveys will show an increase in the Transitions mean
To implement programs that cultivate an environment that enable student communication /choice making, student voice and leadership.	Increase student involvement in the decision-making processes in the school through an increase in the frequency and influence of the Student Representative Council (SRC) and School Captains. SRC students will increase their decision-making responsibilities within the school through SRC channels. Students will increase their input in school assemblies and newsletters. A house system will be employed to increase the welfare, student connectedness, school cohesion, and influence from the student body.	Staff roles allocated – Budgets provided Budgets provided for students to attend leadership forums ETC	Principal Teachers Education Support School Captains Student Leaders	Throughout 2016	Staff Opinion Survey will show an increase in the 'Trust in Students and Parents' area. Conduct local student opinion survey covering a variety of areas related to SWPBS and student input

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To improve students' health knowledge and physical skills.	Targets	<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>		
		12 month targets	<p>During 2016, all students will be engaged in targeted Health sessions relevant to their need and comprehension.</p> <p>By the end of Term 1, the first edition of a school-wide Health Curriculum (with priority standards) will be developed and utilised throughout the school.</p> <p>Throughout 2016, 80% of students will have engaged in a bike safety/bike education program within the school.</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To build the capacity of students to be resilient, socially responsible and respectful in all their relationships	<p>Complete a Health Curriculum based on the Victorian Curriculum, with priority standards, to ensure that all areas of student health education are being addressed.</p> <p>The whole school will be involved in targeted Health lessons across the school at the same time for 'point of need' teaching in this area. The school chaplain will be engaged at this time.</p>	<p>The school's equity funding (total of \$34,164.09) will be utilised to complete and publish our Health Curriculum document and make it available to all staff and the school community (\$800).</p> <p>Health resources will be purchased to support the program across the school (\$800).</p> <p>Register with Family Planning Victoria to access their training and resources (\$2,200)</p> <p>Total: \$3,800</p>	Principal Curriculum PLT	Term 1, 2016	<p>There will be a completed Health Curriculum document with supporting resources.</p> <p>Student reports will show an increase in their knowledge and skills in the health area.</p>
Build a community where everyone is empowered to help reduce the incidence of bullying and cyber bullying	<p>Develop our School-Wide Positive Behaviour Support (SWPBS) program to fully engage all staff, students and the school community in anti-bullying and positive mental health practices.</p> <p>Key staff will be trained in Functional Behaviour Analysis and become the key supports for staff managing challenging behaviours.</p> <p>Develop effective and efficient and effective system of data collection to determine baseline data for instances of bullying</p>	<p>The school's equity funding (total of \$34,164.09) will be utilised to complete and publish our School-Wide Positive Behaviour Support documents and make it available to all staff and the school community (\$800).</p> <p>Signage, displays, outdoor furniture (friendship seats, etc.), and other resources will be designed and purchased to create a whole-school, visible approach to supporting positive behaviours (\$8,000)</p> <p>Total: \$8,800</p>	Principal SWPBS Team Teachers Education Support	Throughout 2016	<p>There will be a completed SWPBS document with supporting resources.</p> <p>Student reports will show an increase in their knowledge and skills in the social learning area.</p> <p>The school values and SWPBS initiatives will be visible throughout the school and in all school related material – online and hardcopy.</p> <p>Key staff will be utilised to conduct Functional Behaviour Analysis and be key supports for staff managing challenging behaviours.</p> <p>Over the course of the year there will be a decrease in students requiring Tier 3 interventions from 6 to 3 in 2016 .</p>
Build a community where everyone is empowered to help improve the general health, healthy practices, and	A 0.2 Bike Education Specialist will be appointed to assist in ensuring that all of our students are able to fully participate in bike maintenance, bike safety, increasing health capacity and community access through bike riding.	<p>The school's equity funding (total of \$34,164.09) will support the employment of an ES 1-2 to run the program at 6 hours per week initially (\$7,390).</p> <p>ES staff member will be trained as a Bike Safety Education Instructor (\$330 + \$100 travel and allowances) through Wildcare Services</p>	Principal Bike Education Specialist Curriculum PLT Teachers	Throughout 2016	<p>Students will be reported as increasing their knowledge and skills in bike maintenance, bike safety, increasing health capacity and community access through bike riding.</p> <p>Increase in the number of families riding to school?????</p>

<p>access to health supports</p>	<p>Community Health Forums will be conducted by school including the involvement of local projects and members including, Western District Health Service, GenR8 Change, Beyond the Bell, local GPs, local police, Sex Education Professionals, mental health professionals, etc.</p>	<p>Resources will need to be purchased including specialised bicycles/tricycles (\$5,000), course materials (\$600), maintenance budget (\$2,000) and other resources for authentic riding experiences on school grounds (\$5,000).</p> <p>Total: \$20,420</p> <p>The school's equity funding (total of \$34,164.09) will be utilised to engage with local professionals to present at community-based information sessions. Sessions will discuss specific issues and workshop priorities for classroom focus points from the school community's point of view. Sessions will include handouts and take-home packs of information (\$1,000).</p> <p>Engage with Lud Allen (expert trainer for teaching sexual health to people with disabilities) to train staff and hold parent sessions (Straight Answers without Blushes) in how to effectively educate our students and families (\$5,000)</p> <p>Total: \$6,000</p> <p>Engage in Portland/Hamilton Network SafeMinds project</p>			
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals		Targets			
Improve communication with the school and broader community		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community	Increase the engagement and feedback on school activities from School Council, Parents and Friends Association, and other school community groups.	<p>The school will increase the number of opportunities for school community groups to provide feedback on student learning, school events, SSGs, school breakfast club, etc.</p> <p>The school will increase the number of activities that encourage the school community to be involved in the school, for example, working bees, school fete, special theme days, fundraising events, etc.</p>	Principal Teachers Education Support	Throughout 2016	<p>Parent Opinion Surveys will show an increase in the Approachability and Parent Input means.</p> <p>Staff Opinion Survey will show an increase in the 'Trust in Students and Parents' and 'Parent and Community Involvement' areas.</p> <p>HRS Level 1 Staff Survey data (A Safe and Collaborative Culture), 'Students, parents and the school community have formal ways to provide input regarding the optimal functioning of the school will increase from an average of 2.87 to 3.50.</p>

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	

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