



Annual Implementation Plan 2013 Sale Specialist School 5175

Based on Strategic Plan developed for 2011 to 2014

Endorsement by School Principal	Signed..... (Principal's signature) Name Shelagh Donegan Date
Endorsement by School Council	Signed Allan Rankin 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 student outcomes in literacy	<p>By 2014</p> <ul style="list-style-type: none"> - 90% of students Working Towards Level 1 (WTL1) will achieve at least 3 indicators in the English domains described at their stage of learning (A-D) - 50% of students WTL1 will achieve more than 3 indicators in the English domains at their stage of learning (A-D) - All students deemed capable will demonstrate a learning growth in English and Mathematics as measured by the assessment tools identified in the school's Assessment and Reporting Plan - Annually, 95% of students will achieve good to excellent progress in Literacy as measured by the Special Schools Curriculum survey 	<ul style="list-style-type: none"> • All staff using the WSCF in the areas developed and working in PLT's towards the further development of a WSCF • Existing resources audited and additional needs identified to support the WSCF • Draft assessment and reporting plan in place, appropriate assessment tools for the areas of English, Health and Physical Education, Mathematics and the Arts Identified, the plan and tools trialled by teachers • Teaching staff will be using multimedia to record student performances on a regular basis to support assessment and reporting towards individual goals
Student Engagement and Wellbeing	To improve student wellbeing	<p>By 2014 there will be</p> <ul style="list-style-type: none"> - A reduction in the number of non medical and parent choice absences - An improvement in the level of staff and parent satisfaction in relation to student outcomes and student behaviour respectively - An improvement in the effective discipline variable of the Staff Opinion Survey from 76.0 to 85.0 - An improvement in the Student Safety Variable of the Parent Opinion Survey from 5.15 to 6.0 	<ul style="list-style-type: none"> • Educational sanctions identified to extend the implementation of the SWPBS program • Every child identified as having challenging behaviours will have an individual management plan reviewed on a regular basis • A variety of data collection processes to identify behaviours and triggers are used for children displaying challenging behaviours • Staff following documented process in place to follow up on student absences, process reflecting agreed changes for improvement • Staff following documented process to follow up on student absences, process reflecting agreed changes for improvement

<p>Student Pathways and Transitions</p>	<p>To further strengthen and improve student transition and pathways</p>	<p>-All students successfully exit the school to education, employment and/or the Futures for Young Adults (FFYA) program - 80% of students enrolled in the VCAL Foundation Certificate will successfully achieve the Numeracy and Literacy strands - Parent opinion survey rating to be equal to or above the state wide mean for like schools for the Transition variable</p>	<ul style="list-style-type: none"> • Assessment and reporting processes established for transition curriculum and documented within the assessment and reporting plan • Protocol for transfer of information between classes in the school in place and documented within the assessment and reporting plan • Protocol for transfer of students between schools documented and supported by checklists for guidance • Information regarding transition to and from school to be available on the school website
---	--	---	---

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
<p>Student Learning</p> <p>Develop, document and implement a whole school curriculum framework.</p> <p>Develop the leadership capacity of all members of staff to support the enhancement of teacher practice.</p> <p>Strengthen the use of data to inform the development of Individual Learning Plan (ILP's), teaching practice and monitoring whole school improvement.</p>	<p>Expand the whole school curriculum framework to include the strands of Mathematics and The Arts</p> <p>Formally document and expand the school assessment and reporting plan in line with the extension of the WSCF</p> <ul style="list-style-type: none"> To include multimedia evidence to support students assessment and reporting 	<p>Fortnightly PLT meetings at the early and middle year's levels to develop a WSCF in Mathematics and the Arts</p> <p>Identify assessment tools additional to ABLEs appropriate for early and middle years students in the areas of H&PE, English, Maths, The Arts</p> <p>To have a minimum of one camera (still with video capacity) between two classes, each class to have access In house PD at school levels for the use of cameras and downloading of images</p>	<p>All staff members to attend meetings in their area of the school Key learning area coordinators/ level coordinators to coordinate the meetings</p> <p>Level coordinators to lead teams then work together to compile list of tools</p> <p>Individual class teachers and specialist teachers to coordinate photo/video capture, downloading and recording to support assessment</p>	<p>Fortnightly meetings throughout the year</p> <p>Assessment and reporting plan with tools listed in place by end term 3</p> <p>By Term 4</p>	<ul style="list-style-type: none"> All staff using the WSCF in the areas developed and working in PLT's towards the further development of a WSCF Existing resources audited and additional needs identified to support the WSCF <p>Draft assessment and reporting plan in place , appropriate assessment tools for the areas of English, Health and Physical Education, Mathematics and the Arts Identified, the plan and tools trialled by teachers</p> <p>Assessment and reporting processes established for transition curriculum and documented within the assessment and reporting plan</p>

<p>Student Engagement and Wellbeing</p> <p>Build the capacity of teachers to maintain and extend a safe and supportive learning environment</p>	<p>Further develop the School Wide Positive Behaviour Support Program – Review the rewards system used at each level of the school</p> <p>Build staff capacity in dealing with students with challenging behaviours within the classroom</p>	<p>Audit rewards used and restructure reward system to ensure students at each level of the school are ‘working towards’ a specified reward</p> <p>Whole school PD – SWPBS as part of Wellington Network priority</p> <p>Work with PASS as part of Challenging Behaviour research study and trial</p>	<p>Assistant Principal to coordinate the work , all staff to implement within their levels</p> <p>Principal Class to coordinate, all staff to follow up in levels.</p>	<p>In place by start of Term 3</p> <p>By the end of term 3</p>	<p>Rewards system formally documented for each level of the school</p> <p>All staff to have a thorough understanding that all behaviour has a cause/reason and use a variety of tools to attempt to pinpoint possible causes</p>
---	--	---	--	--	--

<p>Student Pathways and Transitions</p> <p>Evaluate existing transition processes and procedures and implement agreed changes</p> <p>Improve the school processes and programs for students moving to school from school and to different groups within the school</p> <p>Develop a whole school approach to pathways and transitions</p>	<p>Review process trialed for transition between classes in 2012/13</p> <p>Revise process (following privacy legislation) for transferring information between schools in a timely manner</p> <p>Develop a transition plan to be completed for each student moving from the school at 18 years of age to ensure all needs are communicated</p> <p>Review the VCAL/ foundation three year cycle taking into account reduced funding, potential changes in programs, sharing of programs/planning and implement agreed or required changes</p>	<p>Where necessary revise transition plan proforma to ensure all needs are recorded</p> <p>Develop a resource to allow the school to gather information from prior school and send information to following school</p> <p>Continue to work with post school providers to formalise process, support and documentation required including allied health support and facility visits to enable a smooth transition for students</p> <p>Fortnightly later years PLT meetings review cycle and map to show which units are common to VCAL and transition , when units, are offered over the three years and share responsibility for planning and</p>	<p>Whole staff input to be refined by Level coordinators, allied health staff, principal</p> <p>Level coordinators, admin staff , principal class</p> <p>VCAL and Transition Coordinator / allied health staff/ principal class</p> <p>VCAL & Transition coordinator, principal class</p>	<p>In place for trial start of term 4</p> <p>In place by end of term 3</p> <p>By end of term 3</p> <p>By end of term 3</p>	<p>Protocol for transfer of information between classes in the school in place and formally documented within the assessment and reporting plan</p> <p>Protocol for transfer of students between schools documented and supported by checklists for guidance</p> <p>Information regarding transition to and from school to be available on the school website</p> <p>A map of the three year cycle will be in place at the VCAL/transition level</p> <p>A table of the VCAL units across the three year cycle indicating which units have been completed and which are yet to be achieved will be in place for each VCAL student</p>
--	---	---	---	--	--

		implementation			
--	--	----------------	--	--	--