**Annual Implementation Plan: for Improving Student Outcomes**

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| School name: Diamond Valley Special Developmental School | Year:2017 |
| School number: 5161 | Based on strategic plan: 2017-2020 |
| Endorsement:  Principal Brendan White 23/11/16 | Senior Education Improvement Leader Rebecca Haig 23/11/16 |
| School council Ninette Young 23/11/16 | |

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.

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| **School Strategic Plan goals** |  | **Improvement Priorities** | **Improvement Initiatives** | **✓** |
| * **To embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders.** * **To develop implement and sustain a whole school approach to the systematic collection, documentation and sharing of evidence to make informed decisions about what works to improve student outcomes.** * **To develop and sustain a leadership model that achieves collective efficacy and responsibility towards continual school improvement.** |  | **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 |  |

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| **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. |
| **Building practice excellence**   * **As identified in the SSP, opportunities for staff to improve the effectiveness of their teaching and learning programmes is to be a focus in individual Performance and Development plans.**   **Curriculum planning and assessment**   * **The DVSDS current School Peer Review Report identified a suggested goal to develop, implement and sustain a while school approach to the systematic collection, documentation and sharing of evidence to make informed decisions about what works to improve student outcomes. The school community has acknowledged the need to streamline, consolidate and standardise assessment and reporting processes to inform curriculum planning.** * **Investigate a high impact strategy or model for the primary years as identified in the DVSDS School Peer Review Report.**   **Building leadership teams**   * **The school review process identified the need to develop leadership model that will address the school’s growing needs; including succession planning and building capacity.** |

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| **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)** |
| **Building practice excellence** | * **Review the current DVSDS PBS framework and align as required with current and/or new DEECD guidance and initiatives.** * **Develop a new Performance and Development process to enable staff to collaborate and receive feedback in order to progress their practice.** |
| **Curriculum planning and assessment** | * **Develop and implement a standardised system for collection and recording of data.** * **Investigation and introduction of a new play based early years model.** |
| **Building leadership teams** | * **Introduce a leadership structure to provide efficiency, succession planning and improves student achievement, engagement and wellbeing.** * **To provide opportunities for all members of staff to participate in a culture of empowerment.** |

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 not 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.

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| **STRATEGIC PLAN GOALS** | **To develop implement and sustain a whole school approach to the systematic collection, documentation and sharing of evidence to make informed decisions about what works to improve student outcomes.** | | | | | | | | |
| **IMPROVEMENT INITIATIVE** | **Building practice excellence** | | | | | | | | |
| **STRATEGIC PLAN TARGETS** | Successful implementation of the new PBS system and school wide tracking.  **School wide and individual professional development log will reflect the opportunities staff have accessed.** | | | | | | | | |
| **12 MONTH TARGETS** | **PBS survey will indicate staff familiarity with new PBS framework.** | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | | **ACTIONS** | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Review the current DVSDS PBS framework and align as required with current and/or new DEECD guidance and initiatives.** | | Review existing PBS framework.  Team leader dedicated role. | PBS Team leader | 12 months | 6 months:  Processes reviewed and action plan constructed. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  New proforma for PBS planning (Tier 1-3) circulated.  PD provided via sub-schools.  PBS survey undertaken by whole staff. | **⚫ ⚫ ⚫** |  |  |  |
| **Develop a new Performance and Development process to enable staff to collaborate and receive feedback in order to progress their practice.** | | Create a Performance and Development system incorporating ICT.  Team leader role. | ICT Team leader | 12 months | 6 months:  Development of digitised P & D system. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  School wide use of P & D system.  P & D survey undertaken by whole staff. | **⚫ ⚫ ⚫** |  |  |  |

Section 2: Improvement Initiatives

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Please not 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.

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| **STRATEGIC PLAN GOALS** | To develop implement and sustain a whole school approach to the systematic collection, documentation and sharing of evidence to make informed decisions about what works to improve student outcomes. | | | | | | | | |
| **IMPROVEMENT INITIATIVE** | **Curriculum planning and assessment** | | | | | | | | |
| **STRATEGIC PLAN TARGETS** | **100% of teachers will use the digital system for collection and recording of all relevant student data.**  **Establishment of a framework for the delivery of the programme by the interdisciplinary team.** | | | | | | | | |
| **12 MONTH TARGETS** | **Teachers will be collecting and recording student data digitally.**  **Play based model to be trialled in primary years sub-school.** | | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | | **ACTIONS** | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| **Develop and implement a standardised system for collection and recording of data.** | | Investigation and introduction of a digital system. Dedicated ICT Team leader role. | ICT Team leader | 12 months | 6 months:  Digital system purchased, installed and tested. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  All staff trained in use of new system.  Reporting system established. | **⚫ ⚫ ⚫** |  |  |  |
| **Investigation and introduction of a new play based early years model.** | | Investigate and trial the new play based early years model. PLT team formed to support this initiative. | PLT Team leader | 12 months | 6 months:  Trial of model commenced with two stations in the playground.  Resources established. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  Expanded program to involve up to four stations in the playground. | **⚫ ⚫ ⚫** |  |  |  |

Section 2: Improvement Initiatives

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| **STRATEGIC PLAN GOALS** | | **To develop and sustain a leadership model that achieves collective efficacy and responsibility towards continual school improvement.** | | | | | | | |
| **IMPROVEMENT INITIATIVE** | | **Building leadership teams** | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | **Trial a new leadership model and review in 12 months.**  **Funding and professional development targeted to school community outcomes.** | | | | | | | |
| **12 MONTH TARGETS** | | **Leadership model established and implemented.**  **Relevant professional development undertaken by respective teams/committees.** | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| Introduce a leadership structure to provide efficiency, succession planning and improves student achievement, engagement and wellbeing. | Structure and roles defined.  Roles established, filled and enacted.  School community educated in regards to the new leadership structure.  Financial and human resources allocated. | | Principal | 12 months | 6 months:  New structure trialled and reviewed.  Internal review process undertaken. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  Leadership structure/positions reviewed as related to role descriptions. | **⚫ ⚫ ⚫** |  |  |  |
| To provide opportunities for all members of staff to participate in a culture of empowerment. | Review PDP data to better inform school wide professional development. | | Principal | 12 months | 6 months:  PD logs established as per PDP goals. | **⚫ ⚫ ⚫** |  |  |  |
| 12 months:  PDP data reviewed to inform future whole school PD planning. | **⚫ ⚫ ⚫** |  |  |  |

Section 3: Other Improvement Model Dimensions

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| **STRATEGIC PLAN GOALS** | | [**Drafting Note** these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP] | | | | | | | |
| **OTHER IMPROVEMENT MODEL DIMENSIONS** | | [**Drafting Notes** Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)] | | | | | | | |
| **STRATEGIC PLAN TARGETS** | | [**Drafting Note** these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP] | | | | | | | |
| **12 MONTH TARGETS** | | [**Drafting Notes** the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)] | | | | | | | |
| **KEY IMPROVEMENT STRATEGIES** | **ACTIONS** | | **WHO** | **WHEN** | **SUCCESS CRITERIA** | **MONITORING** | | | |
| **Progress Status** | **Evidence of impact** | **Budget** | |
| **Estimate** | **YTD** |
| [**Drafting Notes**  report here the KIS from the previous summary page] | [**Drafting Notes**  report here what the school will do and how - including financial and human resources] | | [**Drafting Notes**  report here the person responsible] | [**Drafting Notes**  report here the timeframe for completion] | 6 months: [**Drafting Notes**  report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] | **⚫ ⚫ ⚫** | [**Drafting Notes**  report here the quantifiable school and student outcomes and/or qualitative information about the change in practice] |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 12 months: | **⚫ ⚫ ⚫** |  |  |  |
|  |  | |  |  | 6 months: | **⚫ ⚫ ⚫** |  |  |  |
| 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]

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| **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 herethe 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:** | | | | |