**2018 Annual Implementation Plan**

Submitted for review by Brendan White (School Principal) on 30 November, 2017 at 01:59 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 21 February, 2018 at 11:20 AM
Endorsed by Peter Griffiths (School Council President) on 08 March, 2018 at 10:38 AM

**for improving student outcomes**

Diamond Valley Special Developmental School (5161)



**Self-evaluation Summary - 2018**

Diamond Valley Special Developmental School (5161)

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|  | FISO Improvement Model DimensionsThe 6 High-impact Improvement Initiatives are highlighted below in red. | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Embedding moving towards Excelling |
|  | Curriculum planning and assessment | Embedding moving towards Excelling |
|  | Evidence-based high-impact teaching strategies |  |
|  | Evaluating impact on learning |  |

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| **Professional leadership** |  | Building leadership teams | Excelling |
|  | Instructional and shared leadership |  |
|  | Strategic resource management |  |
|  | Vision, values and culture |  |

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| **Positive climate for learning** |  | Empowering students and building school pride | Evolving moving towards Embedding |
|  | Setting expectations and promoting inclusion | Embedding moving towards Excelling |
|  | Health and wellbeing |  |
|  | Intellectual engagement and self-awareness |  |

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| **Community engagement in learning** |  | Building communities | Embedding moving towards Excelling |
|  | Global citizenship |  |
|  | Networks with schools, services and agencies |  |
|  | Parents and carers as partners |  |

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| **Enter your reflective comments** | The self-evaluation process has shown the school to be on track to achieving the goals set. Identifying and celebrating our achievements reaffirms our use of allocated resources and professional development. Key findings- The reviewed PBS framework and the introduction of a digital reporting platform has addressed identified needs and supported students, staff and families in their day to day lives. |
| **Considerations for 2019** | 2018 priorities include:Development of a structured student voice and advocacy program2018 Integrated school wide topic- Koorie StudiesDevelop stronger family and school links with community organisations including post school options, leisure services, NDIS service providersBuild staff capacity in the implementation of a strong play based early years model |
| **Documents that support this plan** | End cycle review.docx (0.12 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Diamond Valley Special Developmental School (5161)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month targetOutline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders. |  Improved understanding of the transition processes as determined via parent feedback data.Greater presence of student leadership, reflection, expression and feedback at school and community events.To develop a database of relevant facilities, services and organisations within our locality for families and professionals.Cultivate digital and traditional communication tools to improve engagement between the school and key stakeholders.   | Yes | To support families with links to local facilities, services, organisations and professionals. Use a range of communication tools to facilitate and improve engagement of key stakeholders in this process. This will be measured by increasing parent participation in the parent opinion survey from 5 participants in 2017 to 20 participants in 2018. | Parents and carers as partners |
| 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. | Successful implementation of the new PBS system and school wide tracking.Establishment of a framework for the delivery of the program by the interdisciplinary team.100% of teachers will use the digital system for collection and recording of all relevant student data.Timetables will reflect and increased level of engagement in community programs. | Yes | Establish curriculum priorities that enhance the learning outcomes for multiple cohorts across the school. Teachers will improve practice by obtaining feedback from their peers and this will be evidenced through an improvement of staff opinion data in the component of 'seek feedback to improve practice' with the percent endorsement Prin/Teach rising from 68.4% in 2017 to 72% in 2018. | Evaluating impact on learning |
| To develop and sustain a leadership model that achieves collective efficacy and responsibility towards continual school improvement. | Trial a new model and review in 12 months.Funding and professional development targeted to school community outcomes.School wide and individual professional development log will reflect the opportunities staff have accessed.Each year Professional Learning Teams will reflect the direction of school priorities for student learning and create new learning teams and committees as needed. | No |  |  |

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| Improvement Initiatives Rationale |
| The school's twelve month targets reflect the key initiatives identified in our 2017-2020 strategic plan. A priority identified for forward planning is to embed more effective communication with families/carers and community services as identified by our Parent Opinion Survey. A further area identified is to develop the school curriculum in the specific areas of early years and senior pathways. A focus for the school is to identify effective assessment tools and consistently use summative and formative assessment information to inform planning and teaching and to track individual student progress. Building effective partnerships to improve student and parent engagement in learning continues to be a challenge at Diamond Valley SDS. Addressing the key FISO initiatives of Parents and Carers as Partners and Evaluating Impact on Learning have been selected to address the identified areas for improvement. |

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| Goal 1 | To embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders. |
| 12 month target 1.1 | To support families with links to local facilities, services, organisations and professionals. Use a range of communication tools to facilitate and improve engagement of key stakeholders in this process. This will be measured by increasing parent participation in the parent opinion survey from 5 participants in 2017 to 20 participants in 2018. |
| FISO Initiative | Parents and carers as partners |
| Key Improvement Strategies |  |
| KIS 1 | To develop a database of relevant facilities, services and organisations within our locality and increase professional collaboration with other services. |
| KIS 2 | To develop and strengthen the transition process across the school. |

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| Goal 2 | 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. |
| 12 month target 2.1 | Establish curriculum priorities that enhance the learning outcomes for multiple cohorts across the school. Teachers will improve practice by obtaining feedback from their peers and this will be evidenced through an improvement of staff opinion data in the component of 'seek feedback to improve practice' with the percent endorsement Prin/Teach rising from 68.4% in 2017 to 72% in 2018. |
| FISO Initiative | Evaluating impact on learning |
| Key Improvement Strategies |  |
| KIS 1 | Develop a whole school approach to a standardised assessment, recording and digital tracking of literacy data. |

**Define Evidence of Impact and Activities and Milestones - 2018**

Diamond Valley Special Developmental School (5161)

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| Goal 1 | To embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders. |
| 12 month target 1.1 | To support families with links to local facilities, services, organisations and professionals. Use a range of communication tools to facilitate and improve engagement of key stakeholders in this process. This will be measured by increasing parent participation in the parent opinion survey from 5 participants in 2017 to 20 participants in 2018. |
| FISO Initiative | Parents and carers as partners |
| Key Improvement Strategy 1 | To develop a database of relevant facilities, services and organisations within our locality and increase professional collaboration with other services. |
| Actions | Develop teacher knowledge of facilities, services and organizations which will support familiesProvide a range of opportunities for families to gain knowledge about, and links with, community organisations |
| Evidence of impact | Students will:- Have quick and easy access to a database of disability supports within the local area- Have a broader range of disability support options available to them - Broader choice in post school optionsTeachers will:- Develop stronger networks with community services to support the teaching of students- Have greater access to community resources that will support student learning outcomes- Be able to directly support families with links to community organisationsLeaders will:- provide structures to allow teachers to collaborate on such tasks - ensure teachers are supported in the research and refinement of rich tasks- support the purchase and development of necessary resources |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Develop a relationship and knowledge of relevant services and construct a digital and text document for parents and carers. Categorisation of services as related to cohort. e.g. Respite Service providers. Driven by PLT and parent representatives. | Student Wellbeing Co-ordinator | 🞎 No | from: Term 1 to: Term 4 | $10,613.00🗹 Equity funding will be used |
| Expand annual Post School Options information session to become an Expo including traditional post school ATSS as well as new NDIS service providers. | Leading Teacher(s) | 🞎 No | from: Term 1 to: Term 1 | $5,000.00🗹 Equity funding will be used |
| Create an action team to research and construct a database of local facilities, services, organisations and professionals. | Leadership Team | 🞎 No | from: Term 2 to: Term 4 | $0.00🞎 Equity funding will be used |
| Create and action team to organise an expo for families that includes traditional post school ATSS as well as new NDIS service providers. | Leadership Team | 🞎 No | from: Term 2 to: Term 4 | $0.00🞎 Equity funding will be used |
| Provide regular information around local facilities, services, organisations and professionals in the school newsletter | All Staff | 🞎 No | from: Term 2 to: Term 4 | $0.00🞎 Equity funding will be used |

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| Goal 1 | To embed a culture of effective and sustainable lines of communication with students, parent/carers, community services and key stake holders. |
| 12 month target 1.1 | To support families with links to local facilities, services, organisations and professionals. Use a range of communication tools to facilitate and improve engagement of key stakeholders in this process. This will be measured by increasing parent participation in the parent opinion survey from 5 participants in 2017 to 20 participants in 2018. |
| FISO Initiative | Parents and carers as partners |
| Key Improvement Strategy 2 | To develop and strengthen the transition process across the school. |
| Actions | Develop staff capacity and understanding to analyse individual student needs and plan for efficacious transitions.Develop a framework which will support staff, parents and students to fully engage in and understand the transition process. |
| Evidence of impact | Students will:- Have access to clear documented information about the school's transition protocols and practices - Have clear pathways for post school optionsTeachers will:- Have the knowledge to support individual students to make smooth transitions throughout their schooling- Be able to support students to explore their post school optionsLeaders will:- provide structures to allow teachers to collaborate on such tasks - ensure teachers are supported in the research and refinement of rich tasks- support the purchase and development of necessary resources |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Develop a formal framework and process for transitions into, from, and across campuses. Driven by PLT. | Student Wellbeing Co-ordinator | 🞎 No | from: Term 1 to: Term 4 | $0.00🞎 Equity funding will be used |
| Develop staff capacity and understanding to analyse individual student needs and plan for efficacious transitions. | Leadership Team | 🗹 Yes | from: Term 1 to: Term 4 | $3,872.00🗹 Equity funding will be used |
| Create an action team to develop documented school wide transition framework | PLT Leaders | 🞎 No | from: Term 3 to: Term 4 | $0.00🞎 Equity funding will be used |
| Provide professional learning opportunities for staff to expand their knowledge of the schools transition framework | PLT Leaders | 🗹 Yes | from: Term 3 to: Term 4 | $0.00🞎 Equity funding will be used |
| Provide professional learning opportunities for staff to further their capacity to support student transitions based on each students individual needs | PLT Leaders | 🗹 Yes | from: Term 3 to: Term 4 | $0.00🞎 Equity funding will be used |

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| Goal 2 | 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. |
| 12 month target 2.1 | Establish curriculum priorities that enhance the learning outcomes for multiple cohorts across the school. Teachers will improve practice by obtaining feedback from their peers and this will be evidenced through an improvement of staff opinion data in the component of 'seek feedback to improve practice' with the percent endorsement Prin/Teach rising from 68.4% in 2017 to 72% in 2018. |
| FISO Initiative | Evaluating impact on learning |
| Key Improvement Strategy 1 | Develop a whole school approach to a standardised assessment, recording and digital tracking of literacy data. |
| Actions | Develop teacher knowledge of standardized assessment toolsDevelop teacher capacity to record and track literacy dataDevelop teacher capacity to use assessment tools to support student learning |
| Evidence of impact | Students will:- Participate in lessons that have been designed to incorporate HITS- Have the opportunity to develop IEP goals based on evidence collected by their teachersTeachers will:- Develop a greater understanding of HITS- Have a repertoire of assessment strategies to support the teaching and monitoring of progress of SDS students- Incorporate HITS into their lessons- Assess students literacy capacity with greater accuracy and consistency |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Build teacher capacity to implement the PM Benchmark literacy assessment tool. | Curriculum Co-ordinator (s) | 🗹 Yes | from: Term 1 to: Term 4 | $2,000.00🗹 Equity funding will be used |
| Provide teachers with professional learning opportunities to further develop their understanding of HITS and how they can be incorporated into lessons. | School Leadership Team | 🗹 Yes | from: Term 2 to: Term 4 | $0.00🞎 Equity funding will be used |
| Identify appropriate assessment tools to support student achievement data collection | PLT Leaders | 🞎 No | from: Term 3 to: Term 4 | $0.00🞎 Equity funding will be used |
| Provide teachers with professional learning opportunities that build teacher capacity to implement an ongoing evidence-based literacy assessment tool. | PLT Leaders | 🗹 Yes | from: Term 3 to: Term 4 | $0.00🞎 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Diamond Valley Special Developmental School (5161)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Develop staff capacity and understanding to analyse individual student needs and plan for efficacious transitions. | Leadership Team | from: Term 1 to: Term 4 | 🗹 Planning🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning opportunities for staff to expand their knowledge of the schools transition framework | PLT Leaders | from: Term 3 to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Provide professional learning opportunities for staff to further their capacity to support student transitions based on each students individual needs | PLT Leaders | from: Term 3 to: Term 4 | 🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Build teacher capacity to implement the PM Benchmark literacy assessment tool. | Curriculum Co-ordinator (s) | from: Term 1 to: Term 4 | 🗹 Moderated assessment of student learning🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff🗹 Learning Specialist🗹 External consultantsPM Benchmarks Video presentation | 🗹 On-site |
| Provide teachers with professional learning opportunities to further develop their understanding of HITS and how they can be incorporated into lessons. | School Leadership Team | from: Term 2 to: Term 4 | 🗹 Planning🗹 Preparation🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Provide teachers with professional learning opportunities that build teacher capacity to implement an ongoing evidence-based literacy assessment tool. | PLT Leaders | from: Term 3 to: Term 4 | 🗹 Planning🗹 Moderated assessment of student learning🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.Dimension 1      [PBS for staff 2017.pdf (4.09 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/1/PBS%20for%20staff%202017.pdf)      [Professional Development 2017 DVSDS.docx (0.02 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/1/Professional%20Development%202017%20DVSDS.docx)Dimension 2      [Sample End of Year Report1.pdf (0.19 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/2/Sample%20End%20of%20Year%20Report1.pdf)Dimension 9      [IMG\_0635[1].JPG (1.79 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/9/IMG_0635%5B1%5D.JPG)      [IMG\_0769.JPG (1.77 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/9/IMG_0769.JPG)      [Student survey responses.docx (0.05 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/9/Student%20survey%20responses.docx)      [Tech School launch.JPG (1.79 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/9/Tech%20School%20launch.JPG)Dimension 10      [PBS Tier 3 Example- annotated.docx (0.08 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/10/PBS%20Tier%203%20Example-%20annotated.docx)Dimension 13      [Parent survey 2017.pdf (0.32 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/13/Parent%20survey%202017.pdf)Self-evaluation Summary      [End cycle review.docx (0.12 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/5161/1111/summary/End%20cycle%20review.docx) |