

# 2018 Annual Implementation Plan

## for improving student outcomes

Portland Bay School (5282)



Submitted for review by Steve Crossley (School Principal) on 15 December, 2017 at 01:34 AM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 22 December, 2017 at 08:04 AM  
Endorsed by Debra Robinson (School Council President) on 22 December, 2017 at 02:46 PM

# Self-evaluation Summary - 2018

Portland Bay School (5282)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

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

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Emerging

<b>Enter your reflective comments</b>	<p>School focused professional learning strategies/plans is an area for school improvement. Changes to curriculum planning and assessment need to be consolidated especially for new staff; long term moderation strategies need to be embedded; poor IT infrastructure inhibits student outcomes and this needs to be addressed as we move towards the new school facilities; school planning is well focused on student outcomes especially in English and Maths; professional learning that focuses on personal and social capabilities is where the greatest gains can be made for students with trauma; themes of high interest are functional behaviour analysis, respectful relationships, protective behaviours, SWPBS, student engagement and addressing attendance; some academic themes of high interest include AACs, neuroscience and short-term memory; some pedagogical themes include leadership and collaborative professional learning</p> <p>The pace and timing of enrolment growth continues to challenge school organisation - 12-students in after census day with 11 of these entering the school mid-term.</p> <p>Building communities could be a focus as the school prepares to move to the new premises. There is an opportunity to consolidate/improve/update the school IT infrastructure so that student need is front and centre of decision-making, e.g. how</p>
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	communication and IT interact for students with communication deficits; another future application is using social IT platforms to share and connect the school with parents and the community
<b>Considerations for 2019</b>	<p>Opportunities presented by the planning day and professional learning will be a focus of the 2018 plan.</p> <p>Communication: The school will continue to focus on AACs in staff development. Key word sign / Auslan / PECS will need to be a focus of professional learning. Continue to leverage off speech pathologist.</p> <p>Assessment: Continue the work done in 2017 to embed the assessment schedule; make sure new staff are inducted properly; develop a moderation strategy</p> <p>SWPBS / Respectful Rlshtps / Attendance / Authentic learning: Continue build the capacity of staff to motivate and engage students</p> <p>IT</p>
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Portland Bay School (5282)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.	<p>All students to show progress against their individual learning goals over a 12-month period.</p> <p>All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p>	No	Outline what you want achieve in the next 12 months against your Strategic Plan target.	

	All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.			
Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.	The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).	Yes	<p>All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.</p> <p>All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.</p>	Building practice excellence
To improve student engagement and well-being.	<p>100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS. Using Drummond's Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365).</p> <p>Using Drummond's Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975).</p>	No		

	The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).			
To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>All secondary aged students involved in a school enterprise program.</p> <p>Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.</p>	Yes	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>Implement an IT plan at the new school to improve student access and learning .</p> <p>Reduce student absence to less than 25-days per student.</p>	Building communities

<b>Improvement Initiatives Rationale</b>
<p>It would be good to focus on developing a professional learning plan that is consistent with the FISO continuum for school improvement. Embedding this into the AIP will give the professional learning focus some impetus. By focusing on professional learning we are also focusing on other strategic areas that we are interested in for school improvement: curriculum and assessment, IT, and student engagement.</p> <p>With the move to the new school buildings occurring early in the year, it makes sense to focus on the physical resources, the moving process, the use of the new facilities and the way existing and new programs will use the new spaces. This will contribute to school improvement through both building a community around the new school and strategic resource management.</p>

<b>Goal 1</b>	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.
<b>12 month target 1.1</b>	All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways.

<b>Goal 2</b>	To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.
<b>12 month target 2.1</b>	Successfully move into the new school facilities in 2018. The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff. Implement an IT plan at the new school to improve student access and learning . Reduce student absence to less than 25-days per student.
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	Transition to the new site and maximise resources and minimise disruption to teaching and learning. Develop entrepreneurial enterprise education projects. Develop tier 1, 2 and 3 strategies to address engagement and attendance. Leverage off new school ICT infrastructure.

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

Portland Bay School (5282)

<b>Goal 1</b>	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.
<b>12 month target 1.1</b>	All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period. All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways.
Actions	Leadership team to collaboratively develop a school wide professional learning plan that informs school improvement in curriculum and assessment and student engagement and secures the support of the staff and community through collaborative actions as outlined in the school decision making framework.  Develop staff capacity and understanding to analyse and use student assessment to plan for effective individual teaching. Develop staff knowledge and capacity to plan and deliver augmentative and alternative communication. Develop staff knowledge and capacity to work as effective teams utilising a PLC and CoP process, to improve outcomes through collaborative planning and assessment practices, moderation and professional feedback. Develop staff capacity to engage students in education and promote student well-being.
Evidence of impact	Leaders will develop a professional learning plan that: <ul style="list-style-type: none"> <li>- builds the capacity of all staff</li> <li>- effectively uses school and DET resources; including the SW Special Schools CoP</li> <li>- builds the capacity of staff to use assessment to inform teaching and improved student outcomes</li> <li>- builds the capacity of staff to use AAC</li> <li>- builds the capacity of staff to work as a team for school improvement including through moderation of student work and professional feedback</li> <li>- builds the capacity of staff to support a positive school culture; including through improved student understanding of respectful relationships</li> </ul>



	<ul style="list-style-type: none"> <li>- builds the capacity of staff to implement programs that effectively improve student well-being</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- use DET and school resources effectively</li> <li>- use assessment to inform teaching and improved student outcomes to a greater capacity</li> <li>- use AACs more effectively</li> <li>- work as a team for school improvement including through moderation of student work and professional feedback to a greater degree</li> <li>- support a positive school culture; including through improved student understanding of respectful relationships</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- have greater understanding of their learning plans (including goals, and strategies to achieve their goals)</li> <li>- have greater AAC vocabularies</li> <li>- demonstrate strategies to live by the school values of respect, responsibility and resilience in a range of circumstances</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Lead the development of a school professional learning plan that addresses the needs of the school and staff using school and DET resources.</p> <p>Collaborate with all staff.</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$20,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop teacher capacity to use student assessment to inform teaching. This will be done through professional learning activities, professional conversations through a PLT structure and professional feedback (including peer to peer) and involvement in the SW Special Schools assessment CoP.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Develop staff capacity to use AAC. In particular staff skill in using PECS, schedules and Key Word Sign will help students develop their communication skills. Speech Pathologist: Lead professional learning; model best practice; identify student need and teaching strategies; support</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>staff learning  School Leaders: Organise professional learning; monitor staff learning; give feedback to staff. Lead a collaborative approach to staff learning in the sub-schools.  Teachers: Develop skills in AAC; teach and model skills to other staff and students; give feedback to staff  Curriculum ES: Learn and use AAC with all students  Bus and Admin ES: Learn the most common AAC skills to support basic functions</p>				
<p>Develop staff capacity to work with the Victorian Curriculum through moderating student work across the school and network of schools.  Leading teachers: Lead regular moderation activities to promote depth of knowledge of the Vic Curric.</p>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Effectively teach respectful relationships throughout the school and build the capacity of staff to engage students in learning.  Principal: Support teacher leader of Respectful Relationships with the resources needed to lead this program  Teacher leader for Respectful Relationships: Attend DET professional learning; share learning with other staff; lead the implementation of respectful relationships classroom materials.  Teachers: Participate in professional learning; seek out useful materials; implement effective RR programs in classes  Curric ES: Support teachers to implement effective RR programs</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop staff capacity to work with the Victorian Curriculum through adopting relevant authentic curriculum for all students.  Leading Teachers: Support staff to produce ILPs, Snapshots and Support Plans that address each students' need and ensures success; Organise effective teacher feedback  Teachers: Produce and implement effective ILPs, Snapshots and Support Plans; Implement, receive and respond to effective professional feedback</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Professional learning that improves student engagement and well-being and impacts on student learning.  Principal: Provide a policy framework for SWPBS &amp; well-being programs  Leaders: Lead the building of staff capacity in SWPBS; support new staff to develop knowledge and skills in SWPBS  Teachers: Implement SWPBS processes in classrooms; Model a supportive classroom process for other staff.  Curric ES: Support the teacher in implementing a positive school culture.  Bus and Admin ES: Support a positive school culture</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.
<b>12 month target 2.1</b>	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>Implement an IT plan at the new school to improve student access and learning .</p> <p>Reduce student absence to less than 25-days per student.</p>
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 1</b>	Transition to the new site and maximise resources and minimise disruption to teaching and learning. Develop entrepreneurial enterprise education projects. Develop tier 1, 2 and 3 strategies to address engagement and attendance. Leverage off new school ICT infrastructure.
Actions	<p>Develop an IT plan that ensures excellent infrastructure, student access to ICT tools and partnerships with parents around information sharing.</p> <p>Enact strategies to improve student attendance and in particular target students in the range from 70 - 90% attendance.</p> <p>Maximise resources at the new site by bringing required assets and realising value out of non-required assets.</p>

Evidence of impact	<p>The leaders will:</p> <ul style="list-style-type: none"> <li>- Work towards ensuring items not included in the new school are built including a manual activities workshop, laundry, shade sails above the playground, trampoline and a playground.</li> <li>- Ensure the school has an effective ICT plan that is implemented to support student learning</li> <li>- Monitor student attendance data each term.</li> </ul> <p>The staff will:</p> <ul style="list-style-type: none"> <li>- Target students with 70 - 90% attendance to improve.</li> <li>- Use ICT to improve student outcomes to a greater degree</li> </ul> <p>The students will:</p> <ul style="list-style-type: none"> <li>- Reduce absence to less than 25-days per student</li> <li>- Use ICT to improve student outcomes to a greater degree</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Attendance Principal: Monitors and shares attendance data (attendance data wall); Identifies and implements access to professional learning and PLTs on attendance School leaders: Develops strategies to address attendance at levels 1, 2 and 3. Teachers: Monitor students in their classes; address with parents at SSG if attendance is below 90%; implement strategies for the whole class (tier 1), at risk groups (tier 2) and for individuals (tier 3) as needed. Report to staff students at risk in week 8 each term. Report on successful strategies. Classroom ES: Support teachers to engage students in school. Well-being ES: Support parents to help students attend school; deliver tier 2 interventions as needed Bus and Admin: Liaise with parents as needed; keep attendance records up-to-date</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Resources</p> <p>Lead the management of assets required for the new school:</p> <ul style="list-style-type: none"> <li>- ensure items not included in the project are delivered including the manual activities, shade sails, trampoline, playground, bike track, laundry and bike storage.</li> <li>- get value out of school owned assets at the old school</li> <li>- Develop and implement a furniture plan</li> <li>- Develop and implement a library plan</li> <li>- Develop and implement a moving plan</li> <li>- Develop and implement a gardening and cleaning schedule at the new school (possibly as an enterprise for students)</li> </ul>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>ICT</p> <p>Principal: Develop and implement an ICT plan; Identify resources and expertise to assist; identify hardware and software needs; conduct tech walks to identify the current applications and understand future needs; develop a schematic drawing of the plan; identify and implement a plan to address staff learning needs</p> <p>Technician: Give technical support</p> <p>IT Support: Liaise and support tech; problem solve in Tech's absence; purchase hardware and software as needed</p> <p>School leaders: Support prin in developing the plan; develop capacity in a variety of applications</p> <p>Teachers: Participate in collaborative process; implement in class</p> <p>Curric ES: Support the teacher</p>	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

# Professional Learning and Development Plan - 2018

Portland Bay School (5282)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Lead the development of a school professional learning plan that addresses the needs of the school and staff using school and DET resources.</p> <p>Collaborate with all staff.</p>	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants  District SSS Possibly others	<input checked="" type="checkbox"/> On-site
<p>Attendance</p> <p>Principal: Monitors and shares attendance data (attendance data wall); Identifies and implements access to professional learning and PLTs on attendance</p> <p>School leaders: Develops strategies to address attendance at levels 1, 2 and 3.</p> <p>Teachers: Monitor students in their classes; address with parents at SSG if attendance is below 90%; implement strategies for the whole class (tier 1), at risk groups (tier 2) and for individuals (tier 3) as needed. Report to staff</p>	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>students at risk in week 8 each term. Report on successful strategies.  Classroom ES: Support teachers to engage students in school.  Well-being ES: Support parents to help students attend school; deliver tier 2 interventions as needed  Bus and Admin: Liaise with parents as needed; keep attendance records up-to-date</p>						
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### Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.