

2016 Annual Implementation Plan: for Improving Student Outcomes

3605]

Austin School

Based on Strategic Plan 2012-2015

Endorsements

Endorsement by School Principal	Signed..... Name...Pennie Moffat. Date...21 st March 2016...
Endorsement by School Council	Signed..... Name...Rodger Tice.... Date...21 st March 2016.....
Endorsement by Senior Advisor	Signed..... Name...Sillvana Sena. Date 3rd May 2016.....

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:	
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>To implement the Curiosity and Powerful Learning Framework across the school</p> <ul style="list-style-type: none"> Whilst data against achievement indicates that students are meeting goals against Individual Learning Plans, there is a need for more consistent practice in teaching and learning across the school <p>To implement the School Wide Positive Behaviour Support across the school as a means of having consistent practice regarding student management</p> <ul style="list-style-type: none"> Whilst the number of critical incidents has significantly decreased due to staff development in managing student behaviour through de-escalation and sensory modulation strategies, a whole school approach needs to be more systematically implemented. 	
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
To increase student engagement by promoting curiosity and high expectations.	<p>To implement the Curiosity and Powerful Learning Framework across the curriculum as a means of having uniform teaching and learning protocols across the school</p> <p>To increase student engagement by embedding technology in the classroom</p>
To implement the SWPBS framework across the school	<p>Continue to implement the CASEL framework as a means for informing curriculum development regarding social and emotional learning</p> <p>Continue the work commenced in 2015 regarding implementation of SWPBS</p>

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<p>To increase student engagement by promoting curiosity and high expectations.</p>	Targets	<p>By 2016</p> <ul style="list-style-type: none"> 80% of students will be engaged in ICT as demonstrated by the Student Opinion Survey 95% of students in all programs will achieve their English, Personal Learning and Interpersonal Development goals as stated in their ILPs 		
		12 month targets	<ul style="list-style-type: none"> 80% of students will be engaged in ICT as demonstrated by the responses to ICT questions within the Austin School Student Opinion Survey 95% of students in all programs will achieve their English, Personal Learning and Interpersonal Development goals as stated in their ILPs 		
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
Improve teaching and learning Practice.	Peer observation process (internal in 2016) with the emphasis on Curiosity and Powerful Learning Model	<p>Implement the Powerful Learning Strategy as informed by the Banyule Principals' Network</p> <p>Time Release for teachers to attend relevant PD sessions re Curiosity and Powerful Learning at the Banyule Principals' Network sessions facilitated by Wayne Craig</p> <p>Teaching and Learning Strategies to be shared and developed across Sub Schools and at staff meetings</p> <p>In house PD facilitated by priorities obtained from SPTs</p> <p>Use the Peer Observation Process to evaluate improvement in teaching and learning practice against the C and PL Framework</p> <p>Peer Observation opportunities for staff to observe classroom practice in mainstream and special schools to be made available to all staff</p> <p>Team teachers critically appraising teaching and learning sessions at weekly planning sessions</p> <p>SPT for Student Learning to Coordinate and review the Peer Observation Process</p> <p>Austin School to host teachers from the</p>	<p>SPT for Student Learning</p> <p>Leadership</p> <p>Program Leaders</p> <p>LTs</p> <p>SPT for Student Learning</p> <p>Leadership</p> <p>Program Leaders</p> <p>SPT for Student</p>	<p>Sem I and 2</p> <p>Sem 1 & 2</p> <p>Ongoing</p> <p>Term 4</p> <p>Semester 1 and 2</p> <p>Ongoing</p> <p>Term 4</p> <p>When requested</p>	<p>Curriculum Planning documentation to include strategies for incorporating curiosity and inquiry learning</p> <p>Improved teacher efficacy as demonstrated by Peer Observation Evaluation data</p> <p>Performance and Development Process requiring evidence of improved teaching and learning practice</p> <p>Austin student attitude to school survey used as evidence of student engagement (curiosity) in program</p> <p>Increased student engagement as demonstrated by the Austin School Student Attitudes to School Survey</p> <p>Documented feedback and review of peer observations to inform future practice regarding Peer Observation</p> <p>Improved practice of sharing information and teaching strategies as documented in Staff Meeting and Sub School meeting minutes.</p> <p>Evidence through peer observation, teacher's program including learning intentions of powerful learning framework being used by teachers to plan and deliver work programs and differentiated curriculum</p> <p>Teachers successfully achieve their P and D plan against SSP and AIP plan</p>

		<p>Hospital Schools undertaking Peer Observation at the school</p> <p>Implement the Powerful Learning Strategy a informed by the Banyule Principals' Network</p> <p>Consolidate the Performance and Development Process against our AIP and the AITSL professional standards</p> <p>Maintain the current P and D process which incorporates, peer observation, the AITSL standards and the ongoing expectations that teachers provide evidence of best practice</p>	<p>Learning</p> <p>Leadership</p> <p>Leadership</p> <p>Principal</p> <p>Principal</p>	<p>Ongoing</p> <p>Term 1</p> <p>Ongoing</p>	
To engage students in Learning by embedding ICT across the curriculum	Ensure that the Austin School Student Attitudes to School survey is being used to collect the required data for meaningful analysis regarding effectiveness of ICT to engage students in learning	<p>SPT for Student Engagement and Wellbeing to consult with Educational Consultant at ACU to analyse Student Attitudes to School data</p> <p>Use student data to inform Leadership of effectiveness of ICT to support learning and engagement</p> <p>Collect additional student feedback re the use of ICT in the classroom if required using specific related survey</p> <p>Scheduled PD sessions facilitated by internal mentors and external support</p>	<p>Term 1</p> <p>Term 4</p> <p>Semester 1</p> <p>Ongoing</p>	<p>Leadership</p> <p>SPT Student Engagement and Wellbeing</p> <p>SPT Student Learning and Leadership Tech Support Justin Rees</p>	<p>Data from the Austin School Student Attitude to School Survey ICT data analysed by the end of Semester 1, for each program and recommendations for improved practice made</p> <p>Data to be used to inform and review teaching and learning practice</p> <p>Improved classroom practice re the use of ICT as demonstrated by e Potential data</p> <p>Teachers facilitating PD to Colleagues and sharing learning at Sub Schools</p> <p>PD sessions facilitated by Justin Rees scheduled on Term Planner</p> <p>Improved teacher practice in the classroom as demonstrated by evidence of teaching strategies via the Performance and Development process</p>
Continue to review the use of ICT in classrooms to inform recommendations for future planning and resource management	Review use of ipads and Interactive whiteboards and all ICT equipment to inform future resource provision	<p>SPT for Student Learning to survey staff regarding use of ICT in the classroom</p> <p>ePotential survey to be undertaken by all staff to determine improve and future school wide direction</p> <p>School wide ePotential data 2016 to be shared at staff meeting and individual data to be utilised to determine staff goals regarding individual professional development</p>	<p>End of semester 1</p> <p>Term 4</p> <p>Term 4</p>	<p>SPT Student Engagement and Wellbeing</p> <p>SPT –SL</p>	<p>Survey of staff completed with recommendations taken into consideration for 2017 particularly in terms of resource allocation</p> <p>Improved teacher practice in the classroom as demonstrated by evidence of teaching strategies via the Performance and Development process</p> <p>School wide ePotential data demonstrating improvement in teacher capability</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Implement a whole school approach to teaching social and emotional competencies Which recognise the differing needs of secondary and primary students	Targets	By 2016		
		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
Continue to implement the WSPBS program	Review organisational /SPT structures for implementing SWPBS	Establish a timeline and steps to be undertaken for successful implementation	Leadership	Term 1	Improvement of school wide approaches to understanding and managing behaviour Improved teacher capacity to manage extreme behaviours as evidenced by “redirection” and absconding data Improved support processes for mainstream schools Improved teacher capacity to consult to schools and deliver PD
		Complete the matrix for expectations of students and staff	Sub Schools and SPT	Term 2	
		Publish the matrix	SWPBS Committee	Ongoing	
		Consult with Shane Spence DET/Melb University to implement SWPBS			
		Work with Jackson SS as a mentor school			
		Provide time at Sub School and after school PD sessions to progress the implementation of SWPBS	Leadership and PD Coordinator	Wemester 1 and 2	
	Ongoing review of Behaviour Management and Emergency Management of Critical Incidents	Review existing policies so that they are predicated on current DEECD advice and evidence based research	Leadership Principal	Ongoing	Improved student engagement as demonstrated by reduction in critical incidents being reported Policies reviewed and ratified by School Council Improved teacher capacity to respond to extreme behaviours and changed school culture as evidenced by reduction in number of critical incidents
		Time provided to have staff complete all online PD activities on Responding to Extreme Behaviours	Principal Leadership	Ongoing	
		Continue the collection of school wide data regarding critical incidents which are reported to School Council			
		All staff to complete the online Professional Development Program Responding to Challenging Behaviours	Leadership		

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To maximize the effectiveness of student pathways and transitions within schools and across the wider community	Targets	By the end of 2015		
		<p>Student exit re-integration rates will exceed 90%</p> <p>Data will be collected for outpatient and CIP students in relation to reintegration to schools/alternative pathways at discharge and after 6 months post discharge</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
Increase understanding of mental health and improved ability to support referring schools	Maintain the PD to Schools Coordinator position	Provide time and resources for coordinator to facilitate PD to schools and agencies	Leadership PD Coordinator for Schools/Agencies	Term 1 Ongoing	Ongoing PD to schools and agencies facilitated by school staff and/or co-facilitated with CAMHS PD program budgeted yearly
	Provide professional development to targeted schools	Work with the CAMHS Partnerships Group to establish closer alliances with CAMHS personnel offering PD to schools/agencies. Call for staff volunteers to co facilitate PD	Leadership	Ongoing	Improved understanding in schools of mental health and management of students as evidenced by evaluation feedback from schools in response to Austin Staff presentations
	Continue CAMHS partnership in provision of professional development to schools and agencies	Budget for and schedule PD to schools/agencies allowing preparation time, time release and CRT cover to staff facilitating PD	Leadership	Ongoing	Feedback/evaluations from schools to inform success of PD and future PD delivery
		Allocate funding to support teacher replacement for preparation and presentation	Leadership		Consolidation of Data Base which records PD to schools, costs etc.
Improve transition processes for student reintegration	Measure outcomes and effectiveness of transition, re-integration and outreach/support	Students in Outpatient Programs to be tracked 6 months post discharge to determine success of reintegration	Assistant Principal SPT Student Transitions and Pathways	Semester 1	Improved data regarding reintegration Data collected 6 months post discharge
		Develop a Transport Policy outlining procedures for the transporting of students	AP SPT Transitions and Pathways	Term 1	Transport Policy reviewed and ratified by School Council

	Document and record transition processes and support provided to students.	<p>All staff to keep accurate records re enrolment, exit and destination data</p> <p>All staff to write meaningful reports according to the Austin School's Report Writing Guidelines</p> <p>All Program Leaders to complete End of Year Reports</p> <p>All staff to follow guidelines for data entry using Accelerus</p> <p>All Outpatient teachers doing "outreach/liaison" to write reports on Accelerus and to record outreach visits on the Public server data base</p>	<p>All Staff</p> <p>Program Leaders</p> <p>All staff</p> <p>Outpatient Teachers</p>	<p>Ongoing</p>	<p>Effective Data Management system in place</p> <p>Data collected on discharge</p>
Improve and expand relationships with referring schools community agencies and Hospital Schools to support student reintegration	<p>Increase networking with local area referral schools</p> <p>Continue and expand connections with EES schools</p> <p>Provide continuing information to clinicians and registrars about the function and requirements of the Austin School</p>	<p>Prioritise PD to schools in CAMHS catchment areas</p> <p>Provide Outreach/Liaison to CAMHS catchment schools</p> <p>Work in collaboration with the EES schools to deliver a joint PD program on mental health</p> <p>Host staff from EES wishing to do Peer Observation at the Austin School</p> <p>Provide formal orientation for new registrars when required</p> <p>Use CAMHS expertise to provide supervision support to teachers when available</p> <p>Continue the Principal's role on the CAMHS Partnership and Strategic Planning Committees</p>	<p>Principal</p> <p>Leadership</p> <p>Outpatient Teachers and PD to Schools Coordinator</p> <p>Principal</p> <p>AP</p> <p>Principal</p> <p>All Teachers</p> <p>Principal</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>When required</p> <p>Ongoing</p>	<p>Increase of CAMHS referral rates to Austin School</p> <p>Improved staff ability to support reintegration of students to relevant schools and vocational setting</p> <p>Improved Professional practice and relationships in teaching teams</p> <p>Consolidation of working partnership between CAMHS and Austin School</p> <p>Consolidation of working partnership between Hospital Schools</p> <p>Improved service delivery in collaboration with CAMHS</p> <p>Improved outreach delivery to schools</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To undertake a School Review in 2016 and subsequently develop a new 4 year Strategic Plan	Targets	The 2012 Strategic Plan has expired.		
		12 month targets	Targets will be developed in the New Strategic Plan to be developed this year.		
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
Develop a service delivery model in response to the CAMHS Redesign Program	School to work with CAMHS regarding the redesign project to establish a plan for future service delivery	Ensure School representation on Working Parties during the Stage 3 Phase of Redesign	Leadership All staff CAMHS DET SEL	Semester 1	Plan for future service delivery developed
	Undertake a School Evaluation	Follow DET guidelines to establish a timeline of actions for review in Semester 2 Development of a new 4 year Strategic Plan	Leadership CAMHS SEIL	Semester 2	Self-Evaluation report completed and new Strategic Plan developed

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	
Implement Curiosity and Powerful Learning across the school		Performance and Development Process requiring evidence of improved teaching and learning practice- Mid Cycle		Performance and Development Process requiring evidence of improved teaching and learning practice-End of Cycle	
				Peer Observation data collated and presented to staff demonstrating improvement in Teacher Practice	
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	
Audit ICT use in the school and its effect in engaging students		Students Attitudes to School Survey to indicate levels of satisfaction with programs and the use of ICT top engage with learning		Survey of staff completed end of semester 1 with recommendations taken into consideration for 2017 particularly in terms of resource allocation Students Attitudes to School Survey to indicate levels of satisfaction with programs and the use of ICT top engage with learning	
				School wide ePotential data demonstrating improvement in teacher capability	
Implement SWPBS		Improved data regarding Management of Critical incidents School expected behaviour matrix and pyramid		Improved data regarding Management of Critical incidents Public server has resource folder with resources to assist with teaching of expected behaviour and PBIS	

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		
Provide Professional Development to Schools				Data collected 6 months post discharge		
		Staff Evaluations from schools regarding the effectiveness and usefulness of Austin staff facilitating PD		Staff Evaluations from schools regarding the effectiveness and usefulness of Austin staff facilitating PD Increased referrals to CAMHS and School		
Review the Transportation of Student Policy to better support the Outreach work of teachers		Draft policy Term 1		Policy completed and ratified by School Council		
Track students 6 months post exit		Questions for survey developed, programs selected and follow up interviews with schools to have been completed		Data regarding reintegration success 6 months post exit to be presented to staff and School Council		
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		
		School Staff on CAMHS Working Parties re Redesign		Plan for future service delivery developed		
		ALL policies developed according to VRQA compliance standards		Self-Evaluation report completed and new Strategic Plan developed		