



State Government
Department of Education and
Early Childhood Development

Annual Implementation Plan 2013 Warragul & District Specialist School 5289

Strategic Intent

	Goals	Targets	One Year Targets								
Student Learning	To ensure all students have a functional and meaningful form of communication focusing on Speaking and Listening.	<p>95% of students will achieve their communication/speaking and listening goals in their ILPs.</p> <p>By 2014, 70% of students will advance at least one level of the Key Performance Indicators for communication/speaking and listening.</p>	<p>ABLES assessments integrated with supporting curriculum framework(s).</p> <p>All students accessing an individualised communication program with specific goals.</p> <p>Student goals in communication which demonstrate a link between their Zone of Proximal Development and AusVELS level.</p>								
Student Engagement and Wellbeing	To improve the capacity of students to take responsibility for their learning and behaviour.	<p>Annually, 95% of students will achieve their individual Learning Goals, as established in their ILPs.</p> <p>A reduction in the number of non medical and parent choice absences.</p> <p>Targets for 2014:</p> <p>SO Survey</p> <p>Improvement in the areas of:</p> <p>Student Misbehaviour</p> <p>Student Motivation and Learning Environment.</p> <p>PO Survey</p> <table border="1"> <tr> <td colspan="2">Social Skills</td> </tr> <tr> <td>From: 5.3</td> <td>To: 6.0</td> </tr> <tr> <td colspan="2">Connectedness to Peers</td> </tr> <tr> <td>From: 5.7</td> <td>To: 6.0</td> </tr> </table>	Social Skills		From: 5.3	To: 6.0	Connectedness to Peers		From: 5.7	To: 6.0	<p>'Alternative' hands-on program embedded within school programming.</p> <p>Base line data is collected using R.I.S.C. and student progress throughout the school is regularly monitored.</p> <p>Lunch-time activities provided across the school.</p> <p>The principles of SW-PBS are reviewed and embedded across the school.</p> <p>Evaluate the viability the ASDAN curriculum in meeting the needs of our senior students.</p>
Social Skills											
From: 5.3	To: 6.0										
Connectedness to Peers											
From: 5.7	To: 6.0										
Student Pathways and Transitions	To develop student independence.	<p>Annually, 95% of students will achieve goals related to independence in their ILPs.</p> <p>SO Survey</p> <p>Improvement in the area of:</p> <p>Student Decision Making</p> <p>PO Survey</p> <table border="1"> <tr> <td colspan="2">Transitions</td> </tr> <tr> <td>From: 5.3</td> <td>To: 6.0</td> </tr> </table>	Transitions		From: 5.3	To: 6.0	<p>Integration of independence skills into the Individual Learning Plan linked with FFYA documentation.</p> <p>Curriculum content and teaching strategies are directly linked to the identified student pathways and learning outcomes.</p>				
Transitions											
From: 5.3	To: 6.0										

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>TEACHER: All teachers to work within PLTs to implement AusVELS.</p> <p>STUDENT: Individual programs will reflect each student's current level of achievement using the AusVELS framework.</p> <p>CONTENT: PLTs will build their knowledge of AusVELS by working collaboratively to identify strategies, resources and success indicators at the students' AusVELS level.</p>	<p>Professional learning on AusVELS</p> <p>Staff will work collaboratively to link students' zone of proximal development and AusVELS level.</p> <p>Development of learning logs at PLT Meetings in the area of communication to formulate strategies, resources and success indicators to show evidence of student learning.</p> <p>AusVELS incorporated into report format.</p>	<p>Allocated Meeting time: PLT & Professional Learning.</p> <p>AusVELS folders developed for staff.</p> <p>Updated report format.</p>	<p>Assistant Principal Leadership team</p> <p>Professional Learning Team Leaders</p> <p>Professional Learning Teams</p>	<p>All year</p>	<p>By term 2, the mid-year and end-of-year report format incorporates AusVELS in literacy and numeracy.</p> <p>In terms 2 and 3, learning logs are completed at PLT meetings.</p> <p>By the end of term 3, teachers will routinely use evidence, shared at PLT meetings, to show student learning.</p> <p>By term 2, resources folders for AusVELS developed and distributed to staff.</p> <p>AusVELS levels incorporated into program planning by the end of term 2.</p>
<p>TEACHER: Student priority and SMART goals are developed then used to define program content.</p> <p>STUDENT: Learning goals will reflect students' Zone of Proximal Development and AusVELS level.</p> <p>CONTENT: Teachers will work collaboratively in PLTs to link students' Zone of Proximal Development and AusVELS level. Evidence will reflect student learning.</p>	<p>Professional learning on writing priority and SMART goals, and the relationship between them.</p> <p>Moderation of priority and SMART goals in PLTs.</p> <p>Development of learning logs to formulate strategies, resources and success indicators, which are used to define the program to move students' forward in their learning.</p> <p>Use of evidence to assess learning.</p> <p>Completion of student reports.</p>	<p>Allocated Meeting time: PLT & Professional Learning.</p> <p>Buddy reading of student reports.</p>	<p>Assistant Principal Leadership team</p> <p>Professional Learning Team Leaders</p> <p>Professional Learning Teams</p>	<p>All year</p>	<p>By the end of term 1, student goals are written using the SMART goal format.</p> <p>Student SMART goals developed which enable the priority goal to be assessed by the end of term 1.</p> <p>In terms 2 and 3, learning logs are completed at PLT meetings.</p> <p>By the end of term 3, teachers will routinely use evidence, shared at PLT meetings, to show student learning.</p> <p>By the end of term 2, program planning reflects the individual learning needs of students.</p> <p>Student reports are completed, with the buddy reading process providing staff with feedback from a 'critical friend' by the end of terms 2 and 4.</p>

<p>TEACHER:</p> <p>To build teacher capacity in managing students as they move through the escalation cycle.</p> <p>STUDENT:</p> <p>To reduce the escalation of student behaviour through empowering students to self-regulate their actions.</p> <p>CONTENT:</p> <p>Classroom programs incorporate the explicit teaching of the school values, the Alert program, and identified PBS Tier 1 and Tier 2 interventions.</p>	<p>Professional learning provided for all staff on the TeamTeach program.</p> <p>Other relevant professional learning provided to all staff.</p> <p>Instigation of the use of the R.I.S.C. program to record student incidents.</p> <p>Professional learning on the use of the R.I.S.C. program to record student incidents.</p> <p>Implementation of the Dare and Defy Program with targeted students in the Middle Unit.</p> <p>Formulation of Positive Intervention Plans for students identified to be in the Tertiary Level of the PBS pyramid.</p> <p>Implementation of a Lunchtime engagement program.</p> <p>Explicit teaching of the Alert program.</p>	<p>Allocated Professional Learning opportunities:</p> <ul style="list-style-type: none"> - 6-hour foundation TeamTeach course - Calmer classrooms - Management of Challenging Behaviour for Specialist Schools Modules - Writing incidents using the R.I.S.C. program <p>R.I.S.C. program</p> <p>Allocated learning time for teaching the Alert Program</p> <p>Alert program visuals provided across the school</p> <p>Modified yard duty timetable</p>	<p>Team Teach Tutors (Alesha and Nicole)</p> <p>Leadership Team</p> <p>School Psychologists</p> <p>All staff</p>	<p>Term 1:</p> <ul style="list-style-type: none"> - 6-hour foundation TeamTeach course - Calmer classrooms <p>All year</p>	<p>By the end of term 4, reduction of incidents recorded using the R.I.S.C. program.</p> <p>Positive Intervention Plans completed for students identified to be in the Tertiary Level of the PBS pyramid by the end of term 4.</p> <p>Yard duty timetables for each term incorporate lunchtime engagement program.</p> <p>Students use Alert program visuals to assist them in self-regulating their engines by showing or articulating how their engine is running by the end of term 4.</p> <p>All teachers are documenting students incidents, both positive and negative, by the end of term 3.</p>
<p>TEACHER:</p> <p>To establish learning goals for students that reflect their transition pathway. To link student transition pathways to learning programs.</p> <p>STUDENT:</p> <p>To be active members of the transition process through their participation in goal setting and transition to future settings.</p> <p>CONTENT:</p> <p>Curriculum content and teaching strategies are directly linked to the identified student pathways and learning outcomes.</p>	<p>Implementation of 2013 Transition Action Plan.</p> <p>Post-school options forum held.</p> <p>Student Support Group Meetings and Futures Planning.</p> <p>Development of learning logs to formulate strategies, resources and success indicators, which reflect student goals and pathways.</p> <p>Trialling of ASDAN programs.</p> <p>Transition programs established for students to successfully prepare them, and their 2014 service provider, for 2014.</p>	<p>Post-school options forum.</p> <p>Allocated Meeting time: PLT, SSG & Futures Planning.</p> <p>ASDAN workbooks.</p> <p>Time for moderation of ASDAN assessment tasks.</p>	<p>Leading Teacher</p> <p>Leadership Team</p> <p>Senior Unit PLT</p> <p>Futures Planner</p> <p>Post-school options service providers.</p>	<p>Term 1: Post-school options forum</p> <p>All year</p>	<p>'My Plan My Future' plans established for all students aged 17+ by the end of term 1.</p> <p>By the end of term 3, 'My Plan My Future' plans established for all students aged 16+.</p> <p>Students and parents aware of future planning and pathways by the end of term 1.</p> <p>By the end of term 1, student goals reflect future planning and pathways.</p> <p>SNA completed by the end of the year.</p> <p>Post-school option service providers have programs established for 2013 school leavers by the end of term 4.</p>

<p>TEACHER:</p> <p>The school's Daily Living Skills Checklist to be reviewed and aligned with AusVELS, Towards Level One and Hume Curriculums.</p> <p>STUDENT:</p> <p>Student Individual Learning Plans include a focus on the development of independence skills.</p> <p>CONTENT:</p> <p>Align identified independence skills to AusVELS and area of development across the school.</p>	<p>Staff will work collaboratively to align identified independence skills to AusVELS and to the skills developed in each unit of the school according to student pathways.</p> <p>Student Individual Learning Plans completed.</p> <p>Moderation of the school's Daily Living Skills Checklist in PLTs.</p> <p>Professional learning relevant to the development of independence skills and the Personal Learning Domain.</p> <p>Trialling of ASDAN and ADVANCE programs which promote independence.</p>	<p>Allocated Meeting time: PLT, SSG & Futures Planning.</p> <p>Time for moderation of the school's Daily Living Skills checklist.</p> <p>Indoor Independent Living Skills Program included in Whole School Timetable.</p> <p>ASDAN workbooks.</p> <p>ADVANCE program.</p>	<p>Assistant Principal</p> <p>Leading Teacher</p> <p>Occupational Therapist</p> <p>Indoor Independent Living Skills Teacher</p> <p>Leadership Team</p> <p>Professional Learning Team Leaders</p> <p>Professional Learning Teams</p>	<p>All year.</p>	<p>By the end of term 4, identify scope and sequence of independence skills, building on the school's Daily Living Skills checklist.</p> <p>Analyse student ABLES Personal Learning data to identify areas of need and review current practises in the development of independence by the end of term 2.</p> <p>By the end of term 4, all students have been assessed using the school's Daily Living Skills checklist.</p>
---	---	---	---	------------------	---