

# Annual Implementation Plan - 2020

## Select Annual Goals and KIS

Monash Special Developmental School (5151)



Submitted for review by Lois Mitchell (School Principal) on 25 March, 2020 at 01:31 PM

Endorsed by Anthony Jacobs (Senior Education Improvement Leader) on 25 March, 2020 at 05:38 PM

Endorsed by Teresa Leonard (School Council President) on 26 March, 2020 at 10:21 AM

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning outcomes in speaking and listening	Yes	<p>By 2023, improve the whole school speaking and listening score for:</p> <ul style="list-style-type: none"> <li>○ Expressive language from 9.74% (2019) to 15.0% or greater</li> <li>○ Receptive language from 14.7% (2019) to 20.0% or greater.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2020 improve the whole school speaking and listening score for:</p> <p>Expressive language from 9.74% (2019) to 10% or greater            Receptive language from 14.7% (2019) to 15% or greater</p>
		<p>By 2023, improve the Primary student cohort (41 students) speaking and listening score for:</p> <ul style="list-style-type: none"> <li>○ Expressive language from 11.6% (2019) to 16.6% or greater</li> <li>○ Receptive language from 13.3% (2019) to 18.3% or greater.</li> </ul>	<p>By 2020, improve the Primary student cohort (41 students) speaking and listening score for:</p> <p>Expressive language from 11.6% (2019) to 12% or greater            Receptive language from 13.3% (2019) to 14% or greater</p>
		<p>By 2023, improve the positive response rate for the School Staff Survey school climate factors of:</p> <ul style="list-style-type: none"> <li>○ Academic emphasis from 53.4% (2019) to 65.0% or greater</li> <li>○ Collective efficacy from 73.1% (2019) to 80.0% or greater.</li> </ul>	<p>By 2020, improve the positive response rate for the School Staff Survey school climate factors of:</p> <p>Academic emphasis from 53.4% (2019) to 58% or greater            Collective efficacy from 73.1% (2019) to 75% or greater</p>

Empower all students as learners	Yes	By 2023, the percentage of school aged students using a daily schedule independently will increase from 20.54% (2019) to 50.0% or greater according to the structured teaching "individualising the schedule data sheets".	By 2020, the percentage of school aged students using a daily schedule independently will increase from 20.5% (2019) to 25% or greater
		By 2023, the percentage of school aged students achieving independent use of an individual work system will increase from 24.11% (2019) to 50.0% or greater according to the structured teaching "work systems data sheets."	By 2020, the percentage of school aged students achieving independent use of an individual work system will increase from 24.11% (2019) to 28% or greater
		By 2023, the percentage of minimally verbal students accessing an augmentative or alternative communication system will increase from 44.0% (2019) to 80.0% or greater. Data will be collected via the "Road Map of communicative competence assessment"	By 2020, the percentage of minimally verbal students accessing an augmentative or alternative communication system will increase from 44% to 45% or greater
Strengthen the emotional and social wellbeing of every student	Yes	By 2023, reduce the average number of unapproved absence days from 15.5 per student (2018) to 10.0 per student or less.	By 2020, reduce the average number of unapproved absence days from 15.5 per student (2018) to 14 per student
		By 2023, reduce the total number of reported minor behaviour incidents (as measured in term 3 each year) from 47 (2019) to 39 or less.	By 2020, reduce the total number of reported minor behaviour incidents (as measured in term 3) from 47 (2019) to 43 or less
		By 2023, improve the percentage of positive responses for the Parent Opinion Survey factors of:	By 2020, improve the percentage of positive responses from the Parent Opinion Survey factors of:

		<ul style="list-style-type: none"> <li>○ School connectedness from 89.0% (2019) to 90.0% or greater</li> <li>○ Positive transitions from 75.0% (2019) to 80.0% or greater.</li> </ul>	School connectedness from 89.0% (2019) to 90% or greater Positive transitions from 75% (2019) to 76% or greater
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<b>Goal 1</b>	Improve student learning outcomes in speaking and listening	
<b>12 Month Target 1.1</b>	By 2020 improve the whole school speaking and listening score for:  Expressive language from 9.74% (2019) to 10% or greater Receptive language from 14.7% (2019) to 15% or greater	
<b>12 Month Target 1.2</b>	By 2020, improve the Primary student cohort (41 students) speaking and listening score for:  Expressive language from 11.6% (2019) to 12% or greater Receptive language from 13.3% (2019) to 14% or greater	
<b>12 Month Target 1.3</b>	By 2020, improve the positive response rate for the School Staff Survey school climate factors of:  Academic emphasis from 53.4% (2019) to 58% or greater Collective efficacy from 73.1% (2019) to 75% or greater	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build the work of teams to ensure collaborative and consistent practice	No
<b>KIS 2</b> Building practice excellence	Develop teacher knowledge, skills and understandings of teaching and learning practices in Victorian Curriculum speaking and listening	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	From the school data and evaluations from our review in term 4 2019 the learning data indicated learning outcomes in speaking and listening could be strengthened. The Panel identified both curriculum planning and assessment and building practice excellence as areas for continued focus. A focus on evaluating the impact on learning and the use of high impact teaching strategies was also identified. The Panel therefore recommended a goal to improve learning outcomes in speaking and listening. This year we are looking to further develop teacher knowledge, skills and understanding of their teaching practices in the areas of speaking and listening in the Victorian Curriculum.	
<b>Goal 2</b>	Empower all students as learners	
<b>12 Month Target 2.1</b>	By 2020, the percentage of school aged students using a daily schedule independently will increase from 20.5% (2019) to 25% or greater	
<b>12 Month Target 2.2</b>	By 2020, the percentage of school aged students achieving independent use of an individual work system will increase from 24.11% (2019) to 28% or greater	
<b>12 Month Target 2.3</b>	By 2020, the percentage of minimally verbal students accessing an augmentative or alternative communication system will increase from 44% to 45% or greater	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Embed a structured teaching framework to ensure personalised learning for every student	Yes
<b>KIS 2</b> Building practice excellence	Build teacher knowledge and skills to ensure every student has access to a communication system	No
<b>KIS 3</b> Setting expectations and promoting inclusion	Promote high expectations for student functional independence	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>From the school data and evaluations from our review in term 4 2019 the Panel identified building practice excellence and a positive climate for learning as areas for continued focus. A focus on the use of high impact teaching strategies was also identified.</p> <p>Our data also indicated that although the structured teaching framework has been implemented in every classroom we still need to continue to focus on the areas of functional independence. We will be changing our Individual Learning Plans to reflect this. This will enable us to further embed a structured teaching framework and promote high expectations for student functional independence.</p> <p>As we have a strong coaching and mentoring model still in 2020 in place for structured teaching the school's readiness for change and ability to resource this change are evident.</p>	
<p><b>Goal 3</b></p>	<p>Strengthen the emotional and social wellbeing of every student</p>	
<p><b>12 Month Target 3.1</b></p>	<p>By 2020, reduce the average number of unapproved absence days from 15.5 per student (2018) to 14 per student</p>	
<p><b>12 Month Target 3.2</b></p>	<p>By 2020, reduce the total number of reported minor behaviour incidents (as measured in term 3) from 47 (2019) to 43 or less</p>	
<p><b>12 Month Target 3.3</b></p>	<p>By 2020, improve the percentage of positive responses from the Parent Opinion Survey factors of:</p> <p>School connectedness from 89.0% (2019) to 90% or greater Positive transitions from 75% (2019) to 76% or greater</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building practice excellence</p>	<p>Embed whole school consistent practice in positive behaviour support through professional learning and monitoring and support for students</p>	<p>Yes</p>
<p><b>KIS 2</b> Parents and carers as partners</p>	<p>Build on strategies to engage parents and carers as partners</p>	<p>No</p>

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

From the school data and evaluations from our review in term 4 2019 the Panel agreed the school provided the support and structures to enable an inclusive, safe and orderly learning environment. However many students at our school live with ongoing complex wellbeing needs and the Panel therefore recommended a goal to further strengthen each student's emotional and social wellbeing.

Our student data in regards to School Wide Positive Behaviour Support (SW-PBS) indicates we still have reportable minor behaviour incidents happening throughout the school. We have a newly appointed SW-PBS team who are well supported to support this KIS and look towards embedding whole school consistent practice in positive behaviour support through professional learning and monitoring and support for students