2024 Annual Implementation Plan

for improving student outcomes

Vermont South Special School (5025)

Submitted for review by Jane Henderson (School Principal) on 02 December, 2023 at 01:20 PM
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 28 December, 2023 at 10:52 AM
Endorsed by Tash Brusco (School Council President) on 11 January, 2024 at 07:54 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To maximise the learning growth of all students	Yes	By 2026 improve the percentages of students achieving one or more progression points in the two-year period from the second year of 'middle learning' to the end of first year 'seniors learning' for: • Reading at 88.28% (based on the 2 cohorts from 2019-2022) to 93% • Writing at 75% (based on the 2 cohorts from 2019-2022) to 80% • Numeracy at 85.71% (based on the 2 cohorts from 2019-2022) to 90%	Numeracy: for 87% of students to achieve 2 or more progression points for 2nd year Middle school students.
		By 2026 increase the percentage of positive responses in the Attitudes to School Survey factors from 2022 figures for: • Differentiated learning challenge from 95% to 96% • Self-regulation and goal setting from 95% to 96% • Student voice and agency above 92%	In the Attitudes to School Survey to increase student voice and agency above 92%.

		By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from: • 77% to 82% for collective efficacy • 62% to 72% for academic emphasis • 91% to 93% for use student feedback to improve practice	To maintain the percentage of positive responses for collective efficacy at or above 94%
To maximise the wellbeing of all students	Yes	By 2026 maintain the percentage of positive responses in the Attitudes to School Survey factors based on 2022 figures for: • perseverance above 95% • sense of inclusion above 93% • emotional awareness and regulation above 95% (in Emotional engagement and relationships domain)	To increase the percentage of positive reposonses in the Attitudes to School Survey for sense of inclusion above 95%.
		By 2026 increase the percentage of positive responses in the Parent Opinion Survey factors from 2022 figures for: • student voice and agency from 86% to 90% • not experiencing bullying from 67% to 75% • teacher communication from 88% to 90%	To increase the positve responses for not experience bullying at or above 75%.
		By 2026 increase the percentage of positive responses in the School Staff Survey factors based on 2022 figures from: • 64% to 68% for trust in students and parents • 86% to 88% for parent and community involvement • 75% to 80% for staff physical safety	To increase the percentage of positive responses in the School Staff Survey for parent and community involvement at or above 90%.

Goal 2	To maximise the learning growth of all students
12-month target 2.1-month target	Numeracy: for 87% of students to achieve 2 or more progression points for 2nd year Middle school students.
12-month target 2.2-month target	In the Attidudes to School Survey to increase student voice and agency above 92%.

12-month target 2.3-month target	To maintain the percentage of positive responses for collective efficacy at or above 94%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students	Yes
KIS 2.b Teaching and learning	Strengthen PLCs to support teachers towards continuous improvement in teaching practice	Yes
KIS 2.c Engagement	Strengthen authentic student voice and agency in their learning	No
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.	2a. Due to staff turnover, we have a number of staff new to the school, so we will be focussing on providing them with professional learning, mentoring and coaching to strengthen capability and to ensure consistency of practice that promotes learning growth of all students. 2b. Due to staff turnover, existing staff have taken on new roles for 2024 and will need to be supported in their PLC lead roles to ensure improvement and consistency of practice in all sections of the school.	
Goal 3	**To maximise the wellbeing of all students**	
12-month target 3.1-month target	To increase the percentage of positive reposonses in the Attitudes to School Survey for sense of inclusion above 95%.	
12-month target 3.2-month target	To increase the positve responses for not experience bullying at or above 75%.	
12-month target 3.3-month target	To increase the percentage of positive responses in the School Staff Survey for parent and community involvement at or above 90%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a	Strengthen authentic student voice and agency in their engagement and wellbeing	Yes

Engagement		
KIS 3.b Engagement	Further refine and embed the SWPBS approach	Yes
KIS 3.c Support and resources	Strengthen family partnerships and community engagement	No
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.	3a. We know that our students are capable of having agency in their learning through authentic student voice, and we know that evidence suggests that this will improve engagement and connectedness. 3b. Staff turnover will necessitate the need for upskilling new staff in the SWPBS approach.	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise the learning growth of all students
12-month target 2.1 target	Numeracy: for 87% of students to achieve 2 or more progression points for 2nd year Middle school students.
12-month target 2.2 target	In the Attidudes to School Survey to increase student voice and agency above 92%.
12-month target 2.3 target	To maintain the percentage of positive responses for collective efficacy at or above 94%
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen school capabilities to deliver consistent quality practice that promotes the learning growth of all students
Actions	Plan whole school professional learning and mentoring to build staff capacity in numeracy. Build staff capacity to engage in reflective practice Build staff capacity to evaluate and plan the curriculum Success criteria to commence for numeracy.
Outcomes	Teachers will provide open ended activities for students. Teachers will provide opportunites for student to work at their level using differentiated rescources. Teachers, through professional learning given by numeracy PLC will have a better knowledge of Maths curriculum. Teachers will use success criteria in their classrooms. Students will know what the next steps are to progress their learning.
Success Indicators	Professional learning schedule Revised Maths planning documents Evidence of open ended activities in Maths planning docuuments Evidence of success criteria in Maths planning documents and in classrooms

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Engage numeracy specialist - Michael Ymer	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	$8,500.00 ☑ Other funding will be used
New staff inducted	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
New staff mentored	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Maths PLC to review and evaluate whole school Maths planning documents	☑ Learning specialist(s) ☑ Numeracy improvement teacher ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Other funding will be used
Staff attend external maths PL	☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Other funding will be used

Professional learning on success criteria		☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Other funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen PLCs to support teachers towards continuous improvement in teaching practice				
Actions	Support teacher collaboration and improve teacher practice through inquiry cycles. Upskill new PLC leaders ability to lead the section PLCs. Mentoring and Coaching to improve teacher practice				
Outcomes	Teachers will be able to identify where students are placed on the Victorian curriculum through moderation Teachers will conduct and present 2 inquiry cycles and present them to the whole staff. ES staff will increase their knowledge of Maths through the inquiry cycle presentations and professional learning.				
Success Indicators	School staff survey - professional learning/instructional leadership Learning Specialist observations of classroom indicate the use of strategies from PLCs and professional learning PLC termly planners Progress against individual education plans				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLCs to conduct 2 inquiry cycles and present to staff	☑ PLC leaders	☐ PLP Priority	from: Term 2	$0.00

				to: Term 3	
Schedule PLC's 100 minutes into school timetable for Foundation, Junior, Middle and Senior sections	☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Engage external training - PLC capability training day	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Other funding will be used
Mentoring and coaching times to be scheduled for learning specialists to work with teaching staff	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00
Maintain PLC structure	☑ Learning specialist(s) ☑ PLC leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To maximise the wellbeing of all students
12-month target 3.1 target	To increase the percentage of positive reposonses in the Attitudes to School Survey for sense of inclusion above 95%.
12-month target 3.2 target	To increase the positve responses for not experience bullying at or above 75%.
12-month target 3.3 target	To increase the percentage of positive responses in the School Staff Survey for parent and community involvement at or above 90%.
KIS 3.a Activation of student voice and agency, including in leadership	Strengthen authentic student voice and agency in their engagement and wellbeing

and learning, to strengthen students' participation and engagement in school	
Actions	Whole school approach to increase student leadership opportunities. Build staff capacity to create success criteria for personal and social capability.
Outcomes	Students will have a strong relationships with peers and staff Students will have increased agency in their learning, and wellbeing. Students will have a voice in their recreational choices Students will have increase opportunities to take up leadership positions
Success Indicators	Clubs based upon student choice More students will attend lunchtime clubs on a regular basis and learn play skills Reduced behaviour incidents at lunchtimes More leadership positions for students through the school

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student data to be taken for club activities to be run termly (Middles and Seniors)	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Staff Professional Learning around authentic student voice and agency	☑ Learning specialist(s) ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Success criteria to be created for PSC lessons (behaviour expactation matrix)	☑ PLC leaders	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	
Club rubrics to be developed	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00	

KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further refine and embed the SWPBS approach
Actions	Embed tiered systems of support that identifes students who require additional wellbeing and behavioural supports. Embed the Multi Tiered System Supports (MTSS) for attendance
Outcomes	Teachers will implement a range of interventions in their class to support student wellbeing and behaviour. Teachers will at-risk students and they will receive targeted supports in a timely manner. Students will have strong relationships with peers and staff. Processes are followed consistently to improve attendance
Success Indicators	Attendance will increase. Classroom behaviour incidents will decrease. Students will improve their play skills.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Data to be analysed monthly to determine student in Tier 2 and presented in staff meetings.	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Additonal ES and Therapy dog to be employed 2 days per week to support	☑ Assistant principal ☑ Education support ☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 4	$27,957.50 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Attendance team to analyse data to provide supports	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Attendance letters, and nudge letters when required sent to parents termly	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Certificates given to students in Tier 1 and for improved attendance	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Attendance presentation to parents at information night	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Tier 2 and 3 students supported in their playskills	☑ Allied health ☑ Assistant principal	☐ PLP Priority	from: Term 1	$5,000.00

			to: Term 4	☑ Other funding will be used
Employ OT 3 days per week to support Tier 2	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	$37,096.56 ☑ Disability Inclusion Tier 2 Funding will be used
Employ reengagement officer	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$41,625.60 ☑ Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$41,625.60	$41,625.60	$0.00
Disability Inclusion Tier 2 Funding	$37,096.56	$37,096.56	$0.00
Schools Mental Health Fund and Menu	$27,957.50	$27,957.50	$0.00
Total	$106,679.66	$106,679.66	$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Additonal ES and Therapy dog to be employed 2 days per week to support	$27,957.50
Attendance presentation to parents at information night	$0.00
Employ OT 3 days per week to support Tier 2	$37,096.56
Employ reengagement officer	$41,625.60
Totals	$106,679.66

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Employ reengagement officer	from: Term 1 to: Term 4	$41,625.60	☑ School-based staffing
Totals		$41,625.60	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ OT 3 days per week to support Tier 2	from: Term 1 to: Term 4	$37,096.56	☑ Other workforces to support students with disability •
Totals		$37,096.56	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Additonal ES and Therapy dog to be employed 2 days per week to support	from: Term 1 to: Term 4	$27,957.50	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free) **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider
Attendance presentation to parents at information night	from: Term 1 to: Term 4		

Totals		$27,957.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage numeracy specialist - Michael Ymer	☑ Leadership team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ External consultants Michael Ymer	☑ On-site
Professional learning on success criteria	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Learning specialist	☑ On-site
Engage external training - PLC capability training day	☑ Principal	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ Network professional learning	☑ PLC Initiative	☑ Off-site Regional PLC leader
Mentoring and coaching times to be scheduled for learning specialists to work with teaching staff	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site
Staff Professional Learning around authentic student voice and agency	☑ Learning specialist(s) ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist	☑ On-site