

2019 Annual Implementation Plan

for improving student outcomes

Port Phillip Specialist School (5145)



PORT PHILLIP
Specialist School

Submitted for review by Juliet Cooper (School Principal) on 12 December, 2018 at 03:29 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 30 January, 2019 at 01:30 PM
Endorsed by Kevin Dillon (School Council President) on 12 March, 2019 at 05:02 PM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	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
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>Throughout 2018 we have been progressing towards the implementation of our Key Improvement Strategies. These are on track and evidence is made up of Survey Data, peer observation notes, schedules, work programs, teacher feedback, SENTRAL assessment data and student engagement. We will continue to monitor our progress as we look towards teacher delivery in greater depth in 2019 while introducing student voice as a new area of focus. For the remainder of the year we will continue to build on the new assessment strategies we are using to track student progress that demonstrate achievement of goals. Our School Improvement Team will continue to monitor and review the AIP implementation. While we have achieved many of our goals our learning walks presented new areas for us to consider, While we thought our teachers were differentiating learning we saw a number of areas this identified that the goals and key improvement strategies would continue into 2019 with a greater level of depth in collaborative programs for Teachers and Education Support Staff. Within developing these goals we will maintain a focus on Literacy engagement of our students through student voice with strategies from "Amplify" and suggestions from other Specialist Schools as well as including more in depth development of our team to collaborate and upskill all team members.</p>
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<p>Considerations for 2019</p>	<ul style="list-style-type: none"> - Leadership Structure Review (the number of Leading Teachers, Learning Specialists) and the number of Teachers - Student Groupings, class sizes given the number of graduating students in 2018. - Sub School Structure (moving from 4 areas to 3 areas. Early Years, Middle Years and Transition Years rather than Early Years, Foundation, Pathways and Transition) <p>Fewer VCAL students and more SDS students will lead to upskilling of staff to cater for this</p>
<p>Documents that support this plan</p>	<p>Parents Arts Festival Feedback 2018.pdf (0.07 MB) PPSS Parent Surveys.pdf (0.08 MB) PPSS Strategic Planning Responses_All_181126.pdf (0.08 MB) SENTRAL Continuous AssessmentResponses_All_181126.pdf (0.09 MB) Social Function PPSS 2018 Survey Results.pdf (0.05 MB)</p>

SSP Goals Targets and KIS

Goal 1	PPSS will design a collaborative learning environment using English/Literacy communications to gain feedback from its students.
Target 1.1	<ul style="list-style-type: none"> • 100% of student ILP goals have clear assessment evidence on English • 100% students have Victorian Curriculum assessments recorded on their Sentral Student Profile continuum (reported to DET) • 100% teachers undertake peer observations for ENGLISH observing student engagement in Teaching
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity to assess, analyse student learning and evaluate program effectiveness.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to moderate and assess each student's level of learning.
Goal 2	PPSS Staff will build student engagement through the delivery of differentiated teaching and learning programs
Target 2.1	<p>Increase student data (quantity on SENTRAL) on explicit instruction of literacy (English) for all students.</p> <p>Increase student engagement using Engagement Scale through VPA teaching & learning strategy</p> <p>100 % Teacher peer observations to be completed by Teachers on student engagement in the classrooms</p> <p>100% of Teacher Work Programs to evidence differentiation</p>

	<p>100% students accessed therapy services. Amplify student voice through teacher reflection on student engagement in teaching and learning programs</p>
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	<p>Build teacher capacity to implement VC integrated with VPA utilising collaborative planning, to integrate VPA with VC.</p>
<p>Key Improvement Strategy 2.b Curriculum planning and assessment</p>	<p>Build teacher capacity to target student learning utilising peer feedback on T & L programs</p>
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	<p>Provide a differentiated learning program that engages and motivates students through the use of Visual and Performing Arts in the educational outcome of ENGLISH</p>
<p>Key Improvement Strategy 2.d Curriculum planning and assessment</p>	<p>Plan, document and implement strategies to gain feedback from students to engage students in their learning through differentiation</p>
<p>Key Improvement Strategy 2.e Curriculum planning and assessment</p>	<p>To support the health and wellbeing needs of every student. Embed a whole school approach to student wellbeing that includes a strong focus on the promotion of positive relationships and successful transitions</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
PPSS will design a collaborative learning environment using English/Literacy communications to gain feedback from its students.	Yes	<ul style="list-style-type: none"> • 100% of student ILP goals have clear assessment evidence on English . • 100% students have Victorian Curriculum assessments recorded on their Sentral Student Profile continuum (reported to DET) . • 100% teachers undertake peer observations for ENGLISH observing student engagement in Teaching 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% teachers undertake peer observations and self-reflection every year for ENGLISH observing student engagement</p>
PPSS Staff will build student engagement through the delivery of differentiated teaching and learning programs	No	<p>Increase student data (quantity on SENTRAL) on explicit instruction of literacy (English) for all students.</p> <p>Increase student engagement using Engagement Scale through VPA teaching & learning strategy</p> <p>100 % Teacher peer observations to be completed by Teachers on student engagement in the classrooms</p> <p>100% of Teacher Work Programs to evidence differentiation</p>	

		100% students accessed therapy services. Amplify student voice through teacher reflection on student engagement in teaching and learning programs	
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Goal 1	PPSS will design a collaborative learning environment using English/Literacy communications to gain feedback from its students.	
12 Month Target 1.1	100% teachers undertake peer observations and self-reflection every year for ENGLISH observing student engagement	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Build teacher capacity to assess, analyse student learning and evaluate program effectiveness.	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to moderate and assess each student's level of learning.	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.	Staff feedback determined through peer observations and learning walks determined the need to continue this goal to a greater depth. Parent feedback on SENTRAL continuous assessment has been position (see parent survey)	

Define Actions, Outcomes and Activities

Goal 1	PPSS will design a collaborative learning environment using English/Literacy communications to gain feedback from its students.			
12 Month Target 1.1	100% teachers undertake peer observations and self-reflection every year for ENGLISH observing student engagement			
KIS 1 Curriculum planning and assessment	Build teacher capacity to assess, analyse student learning and evaluate program effectiveness.			
Actions	Professional Development schedule for 2019 set on a term by term basis for all staff Develop engagement scale 1 - 5 for teacher to assess students level of engagement through differentiated teaching and learning practices Peer observation of Teachers & Education Support evidences in PDP's			
Outcomes	Increased student engagement Increased student learning outcomes in English and math's Build teacher knowledge of Differentiated T & L in the delivery of English & Math's			
Success Indicators	Teacher Work Programs/Lesson Plans Student engagement levels Teacher efficacy Observable behaviours of Education Support Staff in the Classroom			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher Professional Development in Differentiated teaching and Learning in English	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used

Teacher & Education Support staff Professional Development in student engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Voice - All staff Professional Development in listening to student voice - Amplify	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to complete engagement scales across all classes (10)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity to moderate and assess each students level of learning.			
Actions	Professional Development schedule for 2019 set on a term by term basis for all staff Develop a Culture of including Education Support Staff in Teaching & Learning delivery to collaborate with Classroom Teachers Ensure Goals are within both Teacher & Education Support PDP's			
Outcomes	Increase in student data on SENTRAL Improve student engagement in the classroom therefore learning outcomes Increase teacher knowledge of students capabilities Align Teachers with Education support in the classroom Re-energise the Teachers & ES through stronger collaboration			
Success Indicators	Teacher Work Programs Sentral Assessment data Evidence in Teacher PDP's			

Observable changes in Education Support staff engagement in the T & L Programs in the classrooms				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teacher Professional Development in Differentiated teaching and Learning in English	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$600.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher & Education Support staff Professional Development in student engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Student Voice - All staff Professional Development in listening to student voice - Amplify	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$250.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers to complete engagement scales across all classes (10)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,200.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$3,200.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teacher Professional Development in Differentiated teaching and Learning in English	from: Term 1 to: Term 2		\$600.00	
Teacher & Education Support staff Professional Development in student engagement	from: Term 1 to: Term 1		\$250.00	
Student Voice - All staff Professional Development in listening to student voice - Amplify	from: Term 1 to: Term 2		\$250.00	
Teachers to complete engagement scales across all classes (10)	from: Term 2 to: Term 4		\$500.00	

Teacher Professional Development in Differentiated teaching and Learning in English	from: Term 1 to: Term 2		\$600.00	
Teacher & Education Support staff Professional Development in student engagement	from: Term 1 to: Term 2		\$250.00	
Student Voice - All staff Professional Development in listening to student voice - Amplify	from: Term 1 to: Term 2		\$250.00	
Teachers to complete engagement scales across all classes (10)	from: Term 1 to: Term 4		\$500.00	
Totals			\$3,200.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teacher Professional Development in Differentiated teaching and Learning in English	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Send two staff to the \$600 Bastow Course
Teacher & Education Support staff Professional Development in student engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student Voice - All staff Professional Development in listening to student voice - Amplify	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teacher Professional Development in Differentiated teaching and Learning in English	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Teacher & Education Support staff Professional Development in student engagement	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student Voice - All staff Professional Development in listening to student voice - Amplify	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers to complete engagement scales across all classes (10)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site