

# Annual Implementation Plan: for Improving Student Outcomes

School name: Cobram and District Specialist School

Year: 2017

School number: 5147

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Leah Willis 20<sup>th</sup> February 2017

Senior Education Improvement Leader Wendy Larcombe

School council Robert Bextream

20<sup>th</sup> March 2017

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>To develop and sustain a shared approach to instructional leadership that achieves continual school improvement.</li> <li>To develop and implement exemplary curriculum and planning and processing to support improved outcomes for students.</li> <li>To develop, implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	✓
	<b>Positive climate for learning</b>	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

### Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

The school has chosen the above initiatives as they were the goals developed for our 2017-2019 Strategic Plan.

An area for improvement identified in the SSE and selected as a priority in the 2016 AIP was Professional Leadership. The panel discussed building leadership capacity, specifically building leadership teams. The self-evaluation noted that the school is small and the Principal holds the only leadership position. An Equivalent Full Time (EFT) 0.2 position Leading Teacher was recently appointed to lead the implementation of the Victorian Curriculum and to embed the literacy model into teaching practice. Panel day discussions considered building leadership capacities and associated accountability practices was important to enable the school to implement a school improvement agenda. To enable school leaders and member of staff to have clarity about their roles and responsibilities the panel considered documented statements which described their positions was required.

The SSE noted and members of staff on the panel advised, Cobram and District Specialist School used the 2009 HRSSC. This curriculum reflected the AusVELS standards and was widely implemented in the Hume Region and formed the basis of the curriculum in many special schools across the State. The school acknowledged making the change from the HRSSC to the Australian Curriculum and then to the Victorian Curriculum was challenging as members of staff were confident in using the HRSSC for planning and for assessment and were reluctant to change to the unknown. The curriculum contained 10 stages and teachers used checklists to determine each student's level of ability. Goals for ILPs were established using the information gained from the checklists and student groups were formed based on similar achievement levels.

The school has in place strategies for the assessment of students however there was not an agreed assessment schedule with an expectation assessments would be conducted or used on regular basis to inform weekly planning and explicit teaching.

The HRSSC checklists monitored and tracked progress. The validity of the sequence of achievement was discussed by the panel with the panel concluding an assessment schedule aligned with the outcomes of the Victorian Curriculum would provide a more accurate measure of student progress. This information would then be used to inform the next stage of learning in ILPs.

Discussion about student progress was generally done on an informal basis. The panel considered the formalisation of student achievement discussions would provide members of staff with opportunities to share information about strategies for improving the outcomes for individual students and groups of students.

The panel acknowledged the methods of collecting student assessments to track progress were unwieldy. The SSE noted and the panel concluded the school required a digital system for collecting data to enable the school to more effectively analyse and reflect on evidence so informed decisions about what was working and what was not working could be made.

The panel felt that the school did not consistently reflect and analyse the results of the parent, staff and student surveys. The panel considered these surveys were valuable tools to identify areas of strength and areas for improvement.



Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Improvement initiative:	Key improvement strategies (KIS)
To develop and implement exemplary curriculum and planning and processing to support improved outcomes for students.	<p>Develop a deep understanding of the Victorian Curriculum and how it can be effectively used to inform planning, the development of Individual Learning Plans and teaching practice.</p> <p>Develop and sustain consistent whole school high quality documentation and practices.</p> <ul style="list-style-type: none"> <li>• Implement a common approach to term planning and save documents on the school drive.</li> <li>• Develop a Teaching and Learning handbook which defines the non-negotiable expectations for Cobram Specialist School</li> <li>• Revisit the Numeracy and Literacy placements.</li> <li>• Address areas of inconsistent practice</li> <li>• Work program and Performance Learning Plan goals coded to the Victorian Curriculum to demonstrate alignment.</li> <li>• Peer observations focus on alignment to the curriculum</li> </ul>
To develop, implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.	<p>Develop the capacity of the school community to effectively use student assessment information and whole school data sets.</p> <ul style="list-style-type: none"> <li>• Review and research current assessment tools and develop an agreed assessment schedule aligned with the Victorian Curriculum.</li> <li>• Provide regular opportunities to analyse and discuss student achievement data.</li> <li>• Ensure parent, staff and student survey data is analysed and action plans developed for areas of improvement.</li> <li>• Ensure professional learning and the Performance and Development cycle includes a focus on assessment and student progress</li> <li>• Regular participation in the FISO network.</li> <li>• Align Professional Learning Team meetings with assessment schedule</li> <li>• Create common assessment tools to enable teacher moderation.</li> </ul>

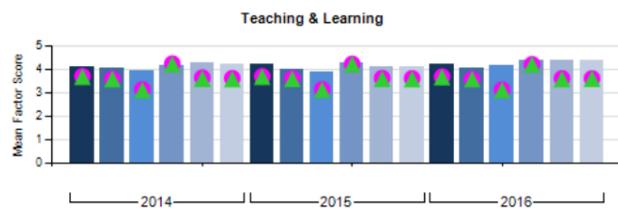


Framework for Improving Student Outcomes

Published: February 2016







	2016	2017 Target
Learning Confidence	4.25	4.27
School connectedness	4.00	4.02
Stimulated Learning	3.90	3.95
Student Motivation	4.28	4.30
Teacher Effectiveness	4.15	4.17
Teacher empathy	4.16	4.18

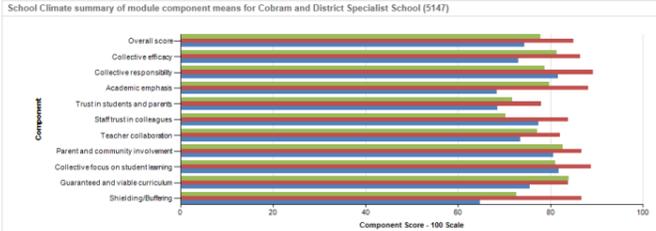
Reduce absentee days per year  
**Absence Days per FTE - Cobram and District Specialist School (5147)**

Calendar Year	Ungraded
2012	25.81
2013	34.48
2014	25.35
2015	29.15
2016	23.24

Class	2016	2017 Target
Ungraded	23.24	20.00

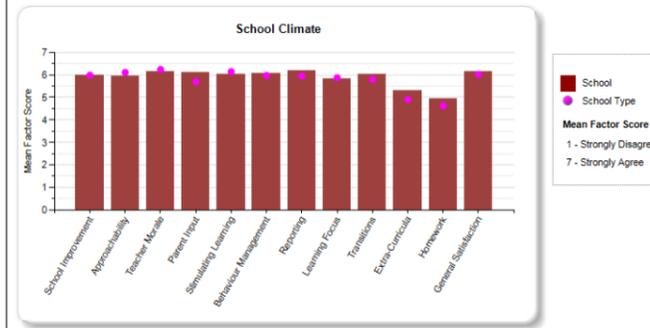


# Section 2: Improvement Initiatives

	To develop, implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.																				
<b>IMPROVEMENT INITIATIVE STRATEGIC PLAN TARGETS</b>	<b>Excellence in teaching and learning:</b> Building practice excellence Curriculum planning and assessment																				
	<ul style="list-style-type: none"> <li>Annual ABLES data will show a learning growth for 90% of students</li> <li>95% of students will achieve the goals in their ILPs</li> <li>Students deemed capable of learning to read will progress at least one reading level over a two year period.</li> <li>By 2019 each module component of the Staff Survey School Climate will obtain whole staff endorsement of 90%</li> </ul> <p>All teachers Performance and Development Plans will include a data literacy component.</p>																				
<b>12 MONTH TARGETS</b>	<p>ABLES data will show a learning growth for 80% of students</p> <p>95% students will achieve the goals in their ILPs</p> <p>Students deemed capable will progress one reading level by the end 2017</p> <p>Increase in School Climate in staff opinion survey</p>																				
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING																
					Progress Status	Evidence of impact	Estimate	YTD													
<p>Develop the capacity of the school community to effectively use student assessment information and whole school data sets.</p> <ul style="list-style-type: none"> <li>Review and research current assessment tools and develop an agreed assessment schedule aligned with the Victorian Curriculum.</li> <li>Provide regular opportunities to analyse and discuss student achievement data.</li> <li>Ensure parent, staff and student survey data is analysed and action plans developed for areas of improvement.</li> <li>Ensure professional learning and the Performance and Development cycle includes a focus on assessment and student progress</li> <li>Regular participation in the FISO network.</li> <li>Align Professional Learning Team meetings with assessment schedule</li> <li>Create common assessment tools to enable teacher moderation.</li> </ul>	<p>Active member of FISO group. Leading teacher employed .2 as curriculum coordinator.</p> <p>2017 workforce plan</p> <p>Assessment schedule</p> <p>Combined Special Schools curriculum group</p> <p>Management meeting to analyse parent, student and staff data</p> <p>COMPASS – development of data tracking system.</p> <p>Maths and English on line.</p>	<p>Leah Willis</p> <p>Lisa Oliver</p> <p>Lisa Oliver</p> <p>Leah Willis</p>	<p>Term 4</p> <p>Term 2</p> <p>As it becomes available</p>	<p>6 months</p> <p>Improve School Staff Survey data in relation to the variables of School Climate</p> <p>Improve Parent Opinion Survey data in relation to Reporting.</p>	● ● ●	<p>[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]</p>															
				<p>12 months:</p> <p>Improve School Staff Survey (teacher/principal) data in relation to the variables of School Climate</p> <p><small>School Staff Survey - Summary of Module Component Means - 2016</small></p>  <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Collective Efficiency</td> <td>85.00</td> <td>86.50</td> </tr> <tr> <td>Collective Responsibility</td> <td>88.95</td> <td>89.00</td> </tr> <tr> <td>Academic Emphasis</td> <td>87.50</td> <td>88.00</td> </tr> <tr> <td>Teacher Collaboration</td> <td>82.00</td> <td>82.05</td> </tr> <tr> <td>Collective focus on student learning</td> <td>88.90</td> <td>89.00</td> </tr> </tbody> </table>			2016	2017	Collective Efficiency	85.00	86.50	Collective Responsibility	88.95	89.00	Academic Emphasis	87.50	88.00	Teacher Collaboration	82.00	82.05	Collective focus on student learning
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Parent Opinion Survey – Mean Factor Scores – 2016 - Cobram and District Specialist School (5147)

School means plotted against Special School means



	2016	2017
School Improvement	6.00	6.05
Stimulated Learning	6.00	6.05
Reporting	6.20	6.25
Learning Focus	5.95	6.05
General Satisfaction	6.10	6.20

	2016	2017
Reporting	6.30	6.40

ABLES data shows an 80% increase for students level 3 and below.



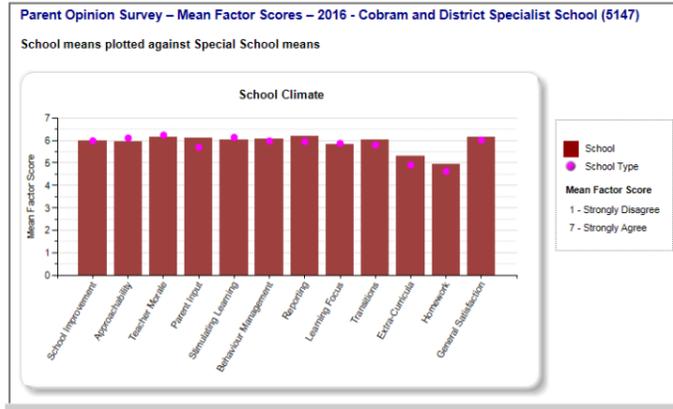
# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	Develop implement and sustain a whole school approach to systematically collecting, documenting and sharing evidence about what works to achieve student and whole school improvement.
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	<b>Professional leadership:</b> Building leadership teams
<b>STRATEGIC PLAN TARGETS</b>	<ul style="list-style-type: none"> <li>Annual ABLES data will show a learning growth for 90% of students</li> <li>95% of students will achieve the goals in their ILPs</li> <li>Students deemed capable of learning to read will progress at least one reading level over a two year period.</li> <li>By 2019 each module component of the Staff Survey School Climate will obtain whole staff endorsement of 90%</li> </ul> <p>All teachers Performance and Development Plans will include a data literacy component.</p>
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	Staff meeting scheduled to analyse opinion survey data	Leah	Ongoing when we can access it through school information portal	12 months: Improve School Staff Survey (teacher/prin) data in relation to the variables of School Climate																						
	PLTs – assessment data	Lisa	Term 2	<table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Collective Efficiency</td> <td>85.00</td> <td>86.50</td> </tr> <tr> <td>Collective Responsibility</td> <td>88.95</td> <td>89.00</td> </tr> <tr> <td>Academic Emphasis</td> <td>87.50</td> <td>88.00</td> </tr> <tr> <td>Teacher Collaboration</td> <td>82.00</td> <td>82.05</td> </tr> <tr> <td>Collective focus on student learning</td> <td>88.90</td> <td>89.00</td> </tr> </tbody> </table>		2016	2017	Collective Efficiency	85.00	86.50	Collective Responsibility	88.95	89.00	Academic Emphasis	87.50	88.00	Teacher Collaboration	82.00	82.05	Collective focus on student learning	88.90	89.00	● ● ●			
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Performance and development plans to incorporate a student progress goal.	All staff	Term 1																								
Active member of FISO group Development of an assessment schedule Leading teacher employed .2 as curriculum coordinator.	Leah and Lisa	Ongoing 2017																								

- participation in the FISO network.
- Align Professional Learning Team meetings with assessment schedule
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Improve Parent Opinion survey data in relation to the variables of School Climate.



	2016	2017
School Improvement	6.00	6.05
Stimulated Learning	6.00	6.05
Reporting	6.20	6.25
Learning Focus	5.95	6.05
General Satisfaction	6.10	6.20



# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

