



Darling Point State Special School Annual Implementation Plan 2017



Diligence Resilience Ethics Audacity Matship School Improvement Priorities 2017

Improvement priority: Curriculum aligned to students' futures

Strategy: School Curriculum Framework			
Actions	Targets	Timelines	Responsible Officer/s
The School Curriculum Framework considers best fit for this school referencing the DET P-12 curriculum framework (2017) and embeds functional learning priorities	<ul style="list-style-type: none"> All teachers know the national and state curriculum priorities All teachers are confident in their knowledge and functional application of the School Curriculum All teachers address the general capabilities and the curriculum content descriptors and elaborations for agreed best fit for individual students 	By end term 2, 2017	Deputy Principal
The School Curriculum aligns to Guided Individual Learning (GIL) criteria and incorporates VET qualifications offered	<ul style="list-style-type: none"> All teachers in senior phase integrate the GIL criteria within curriculum provided to all senior phase students 	By end term 3, 2017	Deputy Principal
Learning and teaching plans map directly to student goals, targets, hopes and aspirations and are developed collaboratively by teams including students, parents, advocates and school staff	<ul style="list-style-type: none"> All students have an individual curriculum plan with targets that are functional, authentic, motivating and defined by SMART goals that must include the Condition/s and Behaviour criteria for each identified goal or target SMART goals relate to literacy/English, numeracy/Maths and other priority areas as negotiated with parents and other stakeholders 	By end term 1, 2017	Deputy Principal Principal
Consolidate human, equipment and facilities resourcing protocols and practices including the workforce plan to maximise curriculum relevance and authenticity, and interest for students	<ul style="list-style-type: none"> Budget is endorsed by key stakeholders and reviewed monthly 	Ongoing	Business Manager Principal School Council
Strategy: Literacy , Communication and English			
Actions	Targets	Timelines	Responsible Officer/s
Agreed literacy framework with links to the Literacy Continuum is embedded in practice	<ul style="list-style-type: none"> All teachers implement the agreed literacy framework with all students 	Ongoing	Lead teacher, Literacy Master teacher
Communication Options Policy is embedded	<ul style="list-style-type: none"> All teachers know and follow the Communication policy in student curriculum planning Speech Language Pathology Service Plan is endorsed and followed 	Ongoing	Speech Language Pathologist Lead teacher, Literacy Master teacher
Strategy: Numeracy, Mathematics			
Actions	Targets	Timelines	Responsible Officer/s
Collaboration and Innovation project supports focus on key curriculum indicators relevant to students within the school	<ul style="list-style-type: none"> Curriculum defines functional priorities in numeracy and mathematics 	End 2017	Deputy Principal

Improvement priority: Pedagogical practices

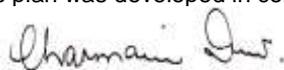
Strategy: Creativity and Innovation			
Actions	Targets	Timelines	Responsible Officer/s
<p>Neuro-science project as part of the school's Collaboration and Innovation funding explores pedagogies that achieve positive learning outcomes and enhanced teacher self-efficacy in teaching mathematics</p> <p>Adventure, bush, horse, and art therapy approaches are explored to support students with complex trauma and other mental health needs</p> <p>Mobile classroom options are explored</p>	<ul style="list-style-type: none"> Neuro-science teaching strategies are integrated within practice Teacher self-efficacy is enhanced Neuro-science based teaching practices evaluated against student engagement, behaviour, learning especially in mathematics Literature search informs pedagogical advances in teaching in both evidence-based and experimental approaches School partnerships promote learning and development in leadership, pedagogy and creativity Creative options in mobile classroom and community based learning spaces are explored towards test Leadership development and succession planning enabled. 	End 2017	Deputy Principal Innovation facilitators and coaches Scholar-in Residence Collaboration and Innovation team
Strategy: Transitions			
Actions	Targets	Timelines	Responsible Officer/s
Evidence-based pedagogies and innovative options are evaluated and support student learning and transitions at all junctures, contexts, learning phases and life stages	<ul style="list-style-type: none"> Embedded in all practice Collaborative work amongst teaching teams informs school-wide development and alignment of teaching approaches to achieve seamless transitions for students cross time and in time 	End 2017	Coaches including Master Teacher Deputy Principal Speech language pathologist
STEP UP to EMPLOYMENT project is embedded and novel program components are developed through community and business linkages	<ul style="list-style-type: none"> The project parameters, tools and training materials for staff are embedded in school culture and practice The intellectual property owner continues to provide constructive feedback that is reflected upon and implemented as culturally appropriate Retrospective and prospective student data is evaluated 	End 2017	STEP UP teacher Principal
Strategy: Evidence-based teaching			
Actions	Targets	Timelines	Responsible Officer/s
Evidence-based practices documented as a resource with teachers supported to consolidate within practice, considering critical elements to maximise learning	<ul style="list-style-type: none"> All teachers consider their own practice against evidence-based teaching indicators Benefits for student learning are documented and generalised across all staff 	End 2017	Coaches and Master Teacher Deputy Principal Principal
Positive behaviour support through class and individual student non-linear multi-element plans Legislated and international quality indicators including absence of restrictive practices for work with people with disabilities are known and incorporated	<ul style="list-style-type: none"> All aspects embedded in practice at all levels of the school including whole school adoption of VIVO system PBS modelled, coached and supported by leaders Families assisted to implement PBS strategies Debriefing protocols and practices are embedded All staff know policy and legislation regarding restrictive practices; data confirms absence thereof; strong staff knowledge and confidence in the use of non-aversive crisis management 	End term 2, 2017	Social worker Guidance Officer Deputy Principal
Conductive education principles, hydro- and exercise therapy inform learning experiences for students with physical needs	<ul style="list-style-type: none"> Staff knowledge and confidence is enhanced Implementation is broader and deeper across learning phases with target students 	End term 3, 2017	Physiotherapist Conductive education facilitator
Benefits of social educators within the school team are considered	<ul style="list-style-type: none"> Research report and pilot activities inform future planning 	End 2017	NEiTA awardee Project committee

Improvement priority: Evidence informs action

Strategy: Strong staff knowledge and focus on the importance of data to inform teaching and learning			
Actions	Targets	Timelines	Responsible Officer/s
Staff are trained and support in the use of succinct, efficient and sufficient data methodologies	<ul style="list-style-type: none"> Goal Attainment Scales have returned to practice Student data is tracked at least weekly by all teachers Student data is published to students weekly and to parents at least once per term Student data informs curriculum targets, learning priorities and pedagogical decision making Communication matrix, curriculum indicators, Oxford Express and the Accessible Literacy Learning (ALL) system are embedded across learning phases 	End term 3, 2017	Lead teacher, Literacy Master teacher Deputy Principal Principal
Analysis of diagnostic and achievement data in curriculum and behaviour through structured meetings supports effective teaching and learning outcomes	<ul style="list-style-type: none"> Student data is interrogated by teachers and coaches Data informs selection of learning targets Data informs selection of curriculum content Data analysis informs pedagogical decision making Data analysis informs resources allocation 	Throughout 2017	Coaches Deputy Principal Principal
Staff achievement and engagement logs support staff reflection and development and enable targeted teaching and learning	<ul style="list-style-type: none"> Tools for staff are piloted and refined The <i>iTeams</i> (Stebbins & Kerr) reference and other evidence-based approaches are incorporated Staff self-efficacy improves 	By end 2017	Coaches Master teacher Principal
Strategy: Practices align to values, policy and legislation			
Actions	Targets	Timelines	Responsible Officer/s
Continue to promote values-based leadership, including succession planning and management across the organisation with a particular focus on wellness and well-being	<ul style="list-style-type: none"> Shared values are embedded A range of wellness and well-being activities support effective teaching and teacher self-efficacy Student behaviour code is revised to reflect shared values of 2015 Strategic Plan 	By end 2017	Principal School Council Duck cabinet
Be informed of relevant legislation, policies, practices and research	<ul style="list-style-type: none"> All staff are confident and skilled Policies and legislation are embedded in practice 	By end term 3, 2017	Principal with task group
Lead to foster expanded partnerships with the wider community and manage in accordance with strong business practices	<ul style="list-style-type: none"> Partnerships are expanded and mutually beneficial Effective financial management Strong budget position within department policies P and C Association has expanded and become more strategic and more broadly representative 	By end 2017	Business manager Principal
Flexible human and facilities resourcing and planning are used to address needs and priorities and affirm ways of working with consideration of health and safety and associated practices, policies and procedures	<ul style="list-style-type: none"> Personnel have necessary expertise Positive behaviour support and infection controls are integrated to support safe learning and working Family, student, staff and school needs are met Parent, staff and leadership satisfaction are high Student attendance improves Student and staff retention are high 	Ongoing	Business manager Principal School council
Strategy: Safety			
Actions	Targets	Timelines	Responsible Officer/s
Ensure risk management protocols and processes are within law, sufficient, efficient and effective	<ul style="list-style-type: none"> Reduction in WorkCover claims Reduction in severity of medical events Reduction in behaviour severity and frequency High satisfaction levels 	By end of 2017	Deputy Principal WHSO Principal

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.



Charmaine Driver
Principal



Marco Rodella
School Council Chair

