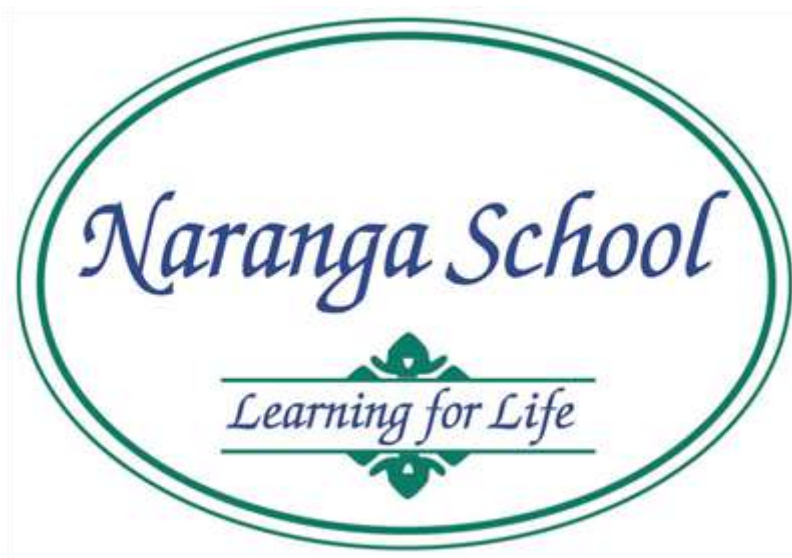


# Annual Implementation Plan - 2024

## Define actions, outcomes, success indicators and activities

Naranga Special School (5080)



Submitted for review by Kai Pukarinen (School Principal) on 19 December, 2023 at 09:52 AM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 19 January, 2024 at 09:59 AM

Endorsed by Chris Reid (School Council President) on 25 January, 2024 at 04:35 PM

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve student learning outcomes.
<b>12-month target 2.1 target</b>	Student outcomes Increase percentage of students independently achieving their IEP goals: -in Reading and Viewing to 37% -in Writing to 53% -in Number and Algebra to 49% -in Measurement and Geometry to 50%
<b>12-month target 2.2 target</b>	Teacher collaboration- increase to 70% Guaranteed and viable curriculum- increase to 75% Moderate assessment tasks together- increase to 60% Understand how to analyse data - increase to 55%
<b>12-month target 2.3 target</b>	Stimulated learning- increase to 77%
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen teacher capacity and collaborative practices through PLC inquiry cycles.
<b>Actions</b>	>Build teacher capacity to implement PLC inquiry cycles based on the improvement model. >Develop a positive learning culture across the school focusing on a collaborative approach to improving teacher practice and student outcomes.
<b>Outcomes</b>	Leaders will frequently review PLC implementation practices to identify barriers and enablers to effective implementation.  Teachers will use the Improvement Cycle to collaboratively implement PLC inquiry cycles.  Students will demonstrate increased growth in the focus areas identified in the PLC inquiry.

<b>Success Indicators</b>	>Staff survey >PLC meeting minutes >Student assessment data >Professional development- targeted to needs identified from PLC inquiry			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Protect privileged time for PLCs within the timetable which allows all teachers to participate in PLC	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Homegroup teachers	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide opportunities for middle leaders to facilitate PLC meetings- identify a leader for each PLC group.	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Form a PLC Leader Team- undergo professional learning, schedule regular meetings.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
<b>KIS 2.d</b> 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	Develop and implement a consistent feedback and coaching process for teachers.			
<b>Actions</b>	Staff will co-construct norms for collaboration across the school.  Build communication skills across the school.			

	Investigate different feedback and coaching models. AITSL classroom observations resources reviewed by school leaders.			
<b>Outcomes</b>	Leaders will investigate different models of classroom observation to assess their overall effectiveness. Teachers will participate in classroom observations. Students will benefit from improved teacher classroom practice.			
<b>Success Indicators</b>	>Agreed staff norms for collaboration. >Staff workshops on effective communication- evaluate through pre and post surveys. 'Learning Talk' communication capability assessment tool. >Identified feedback and coaching models that would suit our needs.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Staff workshops on co-constructing norms for collaboration.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Leadership to review different feedback and coaching models.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Form a working group to take part in a pilot project to trial observation models in classrooms.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Staff will complete the communication capability assessment tool and take part in professional development.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
<b>Goal 3</b>	Improve students' health and wellbeing.			
<b>12-month target 3.1 target</b>	Parent participation and involvement - increase to 67% Support services - increase to 67% Managing bullying - increase to 74%			
<b>12-month target 3.2 target</b>	Sense of connectedness - increase to 78% Student voice and agency - increase to 84% Managing bullying - increase to 82%			
<b>12-month target 3.3 target</b>	Parent and community involvement- increase to 84%			
<b>12-month target 3.4 target</b>	Reduction of students with 30+ absences to 24%			
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen opportunities for student voice, agency and leadership.			
<b>Actions</b>	Consistently seek opportunities in all school environments to promote student voice and agency.			
<b>Outcomes</b>	Students will increase their participation in school decision-making.  Teachers will provide opportunities for student voice and agency in their programming.  Leaders will provide professional development to teachers to better understand how to amplify student voice and agency.			
<b>Success Indicators</b>	>Student Attitudes to School Survey data >Teachers will use the language of the survey with their students.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student-led conferences as part of our termly Student Support Group meetings. Students will have the opportunity to present their learning to parents and carers.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Students participate in Disability Inclusion Profile meetings by developing and sharing a student voice presentation.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate how the House system could meaningfully support more student agency and voice.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leaders will use the Amplify resource to upskill teachers in how to promote student voice and agency.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Use SRC to design strategies that respond to specific survey data.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen	Strengthen opportunities for students to enrich learning through community and family partnerships.			

students' participation and engagement in school				
<b>Actions</b>	<p>School leaders will actively source community partnerships to support student learning and wellbeing outcomes.</p> <p>School leaders will choose activities from the Health and Wellbeing Toolkit based on identified areas of need.</p>			
<b>Outcomes</b>	<p>Leaders will familiarise school staff with Toolkit resources.</p> <p>Teachers will refer to SEWT to access activities from the Toolkit.</p> <p>Students will benefit from improved mental health and wellbeing.</p> <p>NDIS Navigator program will be implemented.</p> <p>Increased community partnerships which promote students' work-related skills.</p>			
<b>Success Indicators</b>	<p>Student data on VET/work-related study participation</p> <p>SEWT minutes</p> <p>Referrals and outcomes data</p> <p>Parent/carer pre and post survey on NDIS participation</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
School will build a partnership with Aboriginal community agencies such as Willum Warrain to support a culturally-safe environment.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and embed clearer referral pathways for NDIS providers to ensure students needs are met and collaboration with school is positive and successful.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
NDIS Navigator is actively promoting partnerships with NDIS providers to improve student outcomes and empower students and families to access available services.	<input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Leaders will provide opportunities for staff to participate in programs from the Health and Wellbeing Toolkit.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items