2018 Annual Implementation Plan

for improving student outcomes

Furlong Park School For Deaf Children (5214)

Furlong Park
School for Deaf Children

Submitted for review by Lee Bullock (School Principal) on 01 February, 2018 at 03:22 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 01 February, 2018 at 04:13 PM
Endorsed by Kristine McDermott (School Council President) on 12 February, 2018 at 11:50 AM

Education
and Training

Self-evaluation Summary - 2018

Furlong Park School For Deaf Children (5214)

	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
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging
	Strategic resource management	Emerging
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	As part of this process the self-evaluation was completed against all dimensions of the FISO continua of Practice. Through the self-evaluation and review process consistent patterns emerged, highlighting the need to develop excellence in teaching and learning and to have a greater focus on evaluating the impact on learning. These priorities will be supported through participation in the PLTs which the school will implement in 2018. By engaging our parents we will build a stronger school community and strive to develop collaborative and inclusive practices across the school.
Considerations for 2019	The last school review was completed in 2015 then the Strategic Plan for 2016-2019 was in place until there was a change of Principal at the end of 2017 when a new Strategic Plan was written for the 2018-2019 period. There have been a number of several areas highlighted which needed careful consideration for the 2018 Annual Implementation Plan.Setting up Professional Learning Teams is seen as a priority at Furlong Park. After completing the Professional Learning Community initiative through Bastow in 2017, the school is now equipped to begin setting up this framework. The Professional Learning Teams will aim to recognise, describe, evaluate and support high quality teaching that is focused on ensuring the successful learning of every child in the school. Reviewing the documentation of planning and assessment practices will ensure teachers align their planning with Victorian Curriculum as well as track the progress of students with greater accuracy. Due

	to the communication style of our students, engaging families in their learning and building stronger links to the school community is essential for developing greater educational outcomes. The focus of connecting parents to our school through technology and Auslan classes is vital.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Furlong Park School For Deaf Children (5214)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To improve individual student learning growth in a culture of high expectations	• 85% of students will achieve their ILP goals and growth in the areas of English, Mathematics and Personal and Social Capabilities • ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities. Staff Opinion Survey • Academic Emphasis will increase from 69.2% to 75% by 2019. • Data Analysis will increase from 36.4% to 45% by 2019.	Yes	•70% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities •ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities. Staff Opinion Survey •Academic Emphasis will	Building practice excellence

	• Collective efficacy will increase from 73.% to 85% by 2019. • Professional learning through peer observation will increase from 45.5% to 55% by 2019. • Instructional leadership will increase from 77.6% in 2017 to 83% in 2019.		increase from 69.2% to 72% by 2018. •Data Analysis will increase from 36.4% to 40% by 2018. •Collective efficacy will increase from 73.% to 80% by 2018. •Professional learning through peer observation will increase from 45.5% to 50% by 2018. •Instructional leadership will increase from 77.6% in 2017 to 80% in 2018.	
To improve student, parent and the school community engagement in learning	Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 12 in 2019 Parent attendance at SSG will increase from 68% in 2017 to 75% in 2019	Yes	Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 10 in 2018. Parents attendance in SSG will increase from 68% in 2017 to 71% in 2019.	Building communities
To develop a safe, calm and orderly learning environment	Reduction of the number of office referrals from an average of 23 per term to 18 per term in 2019. Average student absences will decrease from 32 days in 2017 to 28 days in 2019. **Staff Opinion Survey** • Staff Psychological safety will increase from 83.8 to 89% by 2019	Yes	Reduction of the number of office referrals from an average of 23 per term in 2017 to 21 per term in 2018. Average student absences will decrease from 32 days in 2017 to 30 days in 2018. Staff Opinion Survey •Staff Psychological safety	Empowering students and building school pride

		will increase from 83.8% in 2017 to 85% in 2018.	

Improvement Initiatives Rationale
On reflection of the 2017 Annual Implementation Plan and following the self evaluation, it was identified that the focus on building excellence in teaching and learning and building practice excellence needs to continue. Identifying and monitoring individual student growth is a priority and and this will be addressed through the development of a Professional Learning Communities (PLC). Participation in the DET PLC initiative highlighted the need to collaboratively build teacher capacity in data literacy and develop a viable curriculum. The school will be revising and auditing the school's curriculum documentation against the Victorian Curriculum.

Communication challenges between children and families continues to impact on student engagement. Conducting Auslan classes, implementing an electronic school management tool and increasing participation rates of SSG meetings are strategies to improve communication across the school community.

After completing the FISO continua self-evaluation of practice, the leadership team identified the school was working towards Evolving in Building Communities. The school data from 2017 indicates that there is a need for a reduction in the number of office referrals of student incidents. Attendance issues continue to be a concern and these will be addressed through Positive Behaviour Support strategies that will be implemented throughout the year. The implementation of these Positive Behaviour Support strategies will lead to an improvement in the learning outcomes for all students and an increase of staff satisfaction which will be evident in an improvement in the staff opinion survey results. |

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	•70% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities

•ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities.

Staff Opinion Survey
•Academic Emphasis will increase from 69.2% to 72% by 2018.
•Data Analysis will increase from 36.4% to 40% by 2018.
•Collective efficacy will increase from 73.% to 80% by 2018.
•Professional learning through peer observation will increase from 45.5% to 50% by 2018.
•Instructional leadership will increase from 77.6% in 2017 to 80% in 2018. |
| **FISO Initiative** | Building practice excellence |

Key Improvement Strategies	
KIS 1	Develop highly effective Professional Learning Communities across the school
KIS 2	Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy
KIS 3	Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum

Goal 2	To improve student, parent and the school community engagement in learning
12 month target 2.1	Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 10 in 2018. Parents attendance in SSG will increase from 68% in 2017 to 71% in 2019.
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Improve the connections between parents, students and staff.

Goal 3	To develop a safe, calm and orderly learning environment
12 month target 3.1	Reduction of the number of office referrals from an average of 23 per term in 2017 to 21 per term in 2018. Average student absences will decrease from 32 days in 2017 to 30 days in 2018. Staff Opinion Survey •Staff Psychological safety will increase from 83.8% in 2017 to 85% in 2018.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	

KIS 1	Embed Positive Behaviour Support throughout the school.

Define Evidence of Impact and Activities and Milestones - 2018

Furlong Park School For Deaf Children (5214)

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	•70% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities •ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities. Staff Opinion Survey •Academic Emphasis will increase from 69.2% to 72% by 2018. •Data Analysis will increase from 36.4% to 40% by 2018. •Collective efficacy will increase from 73.% to 80% by 2018. •Professional learning through peer observation will increase from 45.5% to 50% by 2018. •Instructional leadership will increase from 77.6% in 2017 to 80% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Develop highly effective Professional Learning Communities across the school
Actions	Develop collaborative teams to plan effectively, measure and evaluate impact. Develop capacity of teachers to use and interpret data to improve teaching.
Evidence of impact	Students will: •see lessons with highly effective teaching strategies •participate in targeted learning groups and have more personalised learning •engage with the curriculum •see progression in their learning Teachers will: •work collaboratively to plan and improve instruction •identify and develop an agreed set of data to track growth

	•will use data to measure their impact and plan for improvement of teacher practice •link Professional Learning Team (PLT) with Professional Development Plan (PDP) process •develop protocols for effective practices in PLTs •record minutes of PLT meetings •ensure consistent use of protocols across all PLTs Leaders will: •develop structures and provide resources to support PLTs •provide feedback where necessary and monitor teams and individuals •provide professional learning •build capacity in data literacy •facilitate protocols development with PLT teams •monitor PLT minutes ensure consistency

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Train, support and resource PLT leaders and PLTs	Principal	☑ Yes	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Develop agreed protocols and processes for PLTs	PLT Leaders	☑ Yes	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Each PLT completes a cycle of inquiry on a learning task to measure impact	PLT Leaders	☑ Yes	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Use the Maturity Matrix to benchmark PLC progress	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Partnership with Sunshine Special Development School	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will

	be used

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	•70% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities •ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities. Staff Opinion Survey •Academic Emphasis will increase from 69.2% to 72% by 2018. •Data Analysis will increase from 36.4% to 40% by 2018. •Collective efficacy will increase from 73.% to 80% by 2018. •Professional learning through peer observation will increase from 45.5% to 50% by 2018. •Instructional leadership will increase from 77.6% in 2017 to 80% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to use data to track and monitor student growth in Literacy and Numeracy
Actions	Build consistency in the use of data
Evidence of impact	Students will: •have personalised learning goals •know their literacy goal Teachers will: •monitor growth •work collaboratively to develop strategies to ensure growth for every student •using data to plan their lessons and inform their practice •moderate assessment task for improved student outcomes •use data to allocate resources •use the literacy and numeracy portals and the high impact teaching strategies to guide their improvement focus Leaders will: •Support and monitor the implementation of the agreed assessment tools

	•provide professional learning to build teacher capacity in data literacy •Evaluate and monitor student growth and teacher impact

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Investigate and implement assessment tools for consistency in teacher judgments	Curriculum Co-ordinator (s)	☑ Yes	from: Term 1 to: Term 2	$5,500.00 ☑ Equity funding will be used
Review and refine the assessment schedule	Teacher(s)	☑ Yes	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Participate in professional learning to build teacher capacity in data literacy	PLT Leaders	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Teachers to develop a data continuum to track student progress in English	Teacher(s)	☑ Yes	from: Term 1 to: Term 3	$2,000.00 ☐ Equity funding will be used

Goal 1	To improve individual student learning growth in a culture of high expectations
12 month target 1.1	•70% of students will achieve their ILP goals in the areas of English, Mathematics and Personal and Social Capabilities •ABLES and Victorian Curriculum assessment data reflects student growth as measured against data in the domains of English, Mathematics an Personal and Social Capabilities. Staff Opinion Survey •Academic Emphasis will increase from 69.2% to 72% by 2018. •Data Analysis will increase from 36.4% to 40% by 2018. •Collective efficacy will increase from 73.% to 80% by 2018.

	•Professional learning through peer observation will increase from 45.5% to 50% by 2018. •Instructional leadership will increase from 77.6% in 2017 to 80% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Build teacher capacity to confidently align and differentiate their planning and instruction with the Victorian Curriculum
Actions	Develop weekly and term planning and curriculum documentation that incorporates the Victorian Curriculum
Evidence of impact	Students will: •see instruction targeted to their point of need Teachers will: •differentiate their teaching •be familiar with and use the Victorian Curriculum Standards •incorporate the Victorian Curriculum into their planning documentation •use the new weekly and term planners for instruction •provide evidence based feedback to students, parents, PLTs and school community Leaders will: •facilitate professional learning for teams •investigate and provide staff with curriculum overview options •Develop process to regularly monitor curriculum, assessment and reporting

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Use the FISO School Continua to evaluate progress on curriculum planning and assessment	Curriculum Co-ordinator (s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Unpack and audit the Victorian Curriculum in Science	Teacher(s)	☑ Yes	from: Term 1 to: Term 3	$500.00 ☐ Equity funding will be used

Engage in Professional Learning Opportunities	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Redesign and implement term planning documentation and expectations	Teacher(s)	☑ Yes	from: Term 1 to: Term 3	$1,000.00 ☐ Equity funding will be used
Develop a curriculum overview	Leadership Team	☑ Yes	from: Term 1 to: Term 2	$800.00 ☐ Equity funding will be used

Goal 2	To improve student, parent and the school community engagement in learning
12 month target 2.1	Increase the participation rate of parent and school community attendance to Auslan classes from 8 in 2017 to 10 in 2018. Parents attendance in SSG will increase from 68% in 2017 to 71% in 2019.
FISO Initiative	Building communities
Key Improvement Strategy 1	Improve the connections between parents, students and staff.
Actions	Develop effective ways to enhance communication between school and parents. Develop effective ways children can communicate their learning to parents.
Evidence of impact	There are the statements that begin with Students will: •communicate with their parents via Seesaw •see parents commenting on their work •see the photo gallery of school events on the school's website Teachers will: •use the school management tool to communicate with parents •see more parents attending SSG meetings

•parents commenting on student's work

Leaders will:
•support the implementation of the school management tool
•provide professional development
•improvement in parent participation in school events

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop a website to promote Furlong Park School for Deaf Children	Principal	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Maintain website to show current information	Principal	☐ No	from: Term 1 to: Term 4	$2,500.00 ☐ Equity funding will be used
Investigate and implement school management tools eg.Compass/Sentral	Leadership Team	☑ Yes	from: Term 1 to: Term 3	$5,000.00 ☐ Equity funding will be used
Trial seesaw in 2 classes	Teacher(s)	☑ Yes	from: Term 1 to: Term 2	$3,000.00 ☑ Equity funding will be used

Goal 3	To develop a safe, calm and orderly learning environment
12 month target 3.1	Reduction of the number of office referrals from an average of 23 per term in 2017 to 21 per term in 2018. Average student absences will decrease from 32 days in 2017 to 30 days in 2018. Staff Opinion Survey

	•Staff Psychological safety will increase from 83.8% in 2017 to 85% in 2018.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Embed Positive Behaviour Support throughout the school.
Actions	Develop a consistent approach to the implementation of PBS across the school
Evidence of impact	Students will: •be more engaged in learning •self-regulate their behaviour •support each other in managing conflict •be more consistent with attendance Teachers will: •see a reduction in the number of students going to the Principal for behaviour management •see students more engaged in their learning •use visual stimulus to prompt and support PBS strategies Leaders will: •monitor data relating to behaviour •provide professional learning for staff •evaluate the impact of PBS strategies •monitor attendance data and evaluate the impact of the improvement strategies

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop an action plan for professional development on PBS	Wellbeing Team	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Create and implement an action plan to address severe behaviour of identified students	Wellbeing Team	☑ Yes	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Staff to complete the Online Challenging Behaviour modules	Teacher(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Review and update the relevant school policies	Wellbeing Team	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
Develop an effective method to track, monitor and action behaviour incidents and attendance	Wellbeing Team	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Furlong Park School For Deaf Children (5214)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Train, support and resource PLT leaders and PLTs	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Leadership partners ☑ Internal staff	☑ On-site
Develop agreed protocols and processes for PLTs	PLT Leaders	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Each PLT completes a cycle of inquiry on a learning task to measure impact	PLT Leaders	from: Term 1 to: Term 2	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

Use the Maturity Matrix to benchmark PLC progress	PLT Leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Investigate and implement assessment tools for consistency in teacher judgments	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Review and refine the assessment schedule	Teacher(s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site
Participate in professional learning to build teacher capacity in data literacy	PLT Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise	☑ On-site
Teachers to develop a data continuum to track student progress in English	Teacher(s)	from: Term 1 to: Term 3	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Student Free Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants VDEI- Phonology workshop	☑ Off-site VDEI - Phonology workshop
Unpack and audit the Victorian Curriculum in Science	Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Maths/Sci Specialist	☑ On-site

				☑ PLC/PLT Meeting		
Engage in Professional Learning Opportunities	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff	☑ On-site
Redesign and implement term planning documentation and expectations	Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Develop a curriculum overview	Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Timetabled Planning Day	☑ Teaching partners ☑ Internal staff	☑ On-site
Investigate and implement school management tools eg.Compass/Sentral	Leadership Team	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Compass/Sentral specialists	☑ On-site
Trial seesaw in 2 classes	Teacher(s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Teaching partners ☑ Internal staff	☑ On-site
Create and implement an	Wellbeing	from: Term 1	☑ Planning	☑ Formal School Meeting /	☑ External consultants	☑ On-site

| action plan to address severe behaviour of identified students | Team | to: Term 1 | ☑ Preparation
☑ Individualised Reflection | Internal Professional Learning Sessions | Wellbeing support provided by the region. | |
| Develop an effective method to track, monitor and action behaviour incidents and attendance | Wellbeing Team | from: Term 1
to: Term 4 | ☑ Planning
☑ Preparation | ☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ External consultants

Wellbeing support provided by the region | ☑ On-site |

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1
   2017_School_Annual_Implementation_Plan_ FPSDC 12 month traffic light review without evidence of impact.docx
(0.12 MB)