

2018 Annual Implementation Plan

for improving student outcomes

Berendale School (4928)



Submitted for review by Jennifer Hamilton (School Principal) on 07 December, 2017 at 06:17 AM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 07 December, 2017 at 05:51 PM
Endorsed by Wendy Smith (School Council President) on 19 December, 2017 at 09:10 AM

Self-evaluation Summary - 2018

Berendale School (4928)

	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	Emerging
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	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 moving towards Evolving
	Intellectual engagement and self-awareness	Emerging
Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments

The Self Evaluation report indicates as a school we are emerging in many areas of improvement across the school. The six areas identified for school improvement focus on building practice excellence and teacher capacity to plan and assess student learning. A focus for school improvement in 2018 will be to embed the use of ABLES data to improve teaching practice. A consistent approach to the implementation of Professional Learning Communities (PLC) will be used to drive school improvement and build teacher capacity with a focus on excellence in teaching and learning.

Considerations for 2019	<p>Considerations for 2018 - relentless focus on PLC to build teacher capacity & improve classroom teaching practice, with a strong emphasis on upskilling staff in the area of speech and language disorders students. This will require specific professional support from a speech pathologist, potentially employed in the school on a part time basis.</p> <p>Whole school approach to Respectful Relationship DET initiative to build capacity of staff to improve health and wellbeing , and positive climate for learning.</p> <p>Improved School Support meetings between staff and parents to promote higher expectations and promoting inclusion in students educational outcomes.</p> <p>improved use of digital resources and literacy across all year levels, to prepare students to be smart, safe & responsible online.</p> <p>Continued focus on Building Leadership capacity through Bastow coaching leadership program.</p> <p>Focus on improving student voice to empower students and build school pride.</p> <p>Focus on improving outcomes for students in Southern teaching Unit through - engagement co design framework</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Berendale School (4928)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve student learning outcomes throughout the school.	A focus for improving literacy levels for students from years 7-12. A consistent and collaborative approach to curriculum and assessment across the school.	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. A whole school pedagogical approach to improve reading and writing skills across years 7-12.	Building practice excellence
To enhance competency towards a smooth transition to inclusive community activity	Improved transition processes to support transition of students into the school and into post school compulsory pathways.	Yes	A whole school formal transition process to be documented and implemented.	Intellectual engagement and self-awareness
To Improve student wellbeing across the school.	Pastoral care focus and respectful relationships focus through a consistent and collaborative approach to wellbeing across the school.	No		
To enhance teaching and learning productivity through shared resources, facilities, expertise across specialist and secondary schools.	Provide professional development to schools in relation to inclusive education practises.	No		

Improvement Initiatives Rationale

The continua of practice revealed the improvement required for the school is to focus on building teacher capacity to improve classroom learning. An increased emphasis on use of data across all years levels is required to support student learning outcomes. Improving the Professional Learning Community practice and building an action plan based on a term focus will be utilised across the school. Linking these improvements to teacher PDP's will also ensure a continued focus on building practice excellence.

Goal 1	To improve student learning outcomes throughout the school.
12 month target 1.1	A whole school pedagogical approach to improve reading and writing skills across years 7-12.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	A whole school approach to curriculum planning and assessment through collaboration in PLC teams across the school.

Goal 2	To enhance competency towards a smooth transition to inclusive community activity
12 month target 2.1	A whole school formal transition process to be documented and implemented.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	A whole school formal transition process to be documented and implemented with our local feeder primary special and mainstream schools.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To improve student learning outcomes throughout the school.
12 month target 1.1	A whole school pedagogical approach to improve reading and writing skills across years 7-12.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	A whole school approach to curriculum planning and assessment through collaboration in PLC teams across the school.
Actions	A whole school approach to curriculum planning and assessment through PLC to implement Fountas & Pinell and VCOP teaching & learning strategies. Staff will be introduced to School Wide Positive Behaviour Strategies allowing for a whole school approach for addressing behaviour and increasing academic success through evidence based supports.
Evidence of impact	<p>Students will</p> <ul style="list-style-type: none"> - have access to data walls to identify their learning growth - show tracked learning growth -begin to use the language of School Wide Positive Behaviour strategies -be familiar with the visual behaviour charts linked to SWPBS <p>Teachers will</p> <ul style="list-style-type: none"> - be able to identify the entry skills and track student progress in their literacy levels - be able to explicitly teach strategies from Fountas and Pinnell and VCOP - Utilise the High Impact teaching Strategies to support pedagogical approach. -Be familiar with the research and teaching strategies to support the implementation of SWPBS <p>Leaders will</p> <ul style="list-style-type: none"> - provide professional learning for all staff to support the implementation of Fountas and Pinnell and VCOP - Support staff with planned PLC structure focussed improved use of data and high Impact teaching Strategies. -provide professional learning and evidence based support of SWPBS

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Fountas and Pinnell PD VCOP PD - semester 2 Literacy Teaching Toolkit H.I.T.S professional learning	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,472.00 <input checked="" type="checkbox"/> Equity funding will be used
Speech pathologist employed 0.6 to support staff in professional learning focussed on receptive and expressive language disorders	Allied Health	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,228.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate SWPBS implementation and resources	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Staff professional learning focussed on high quality teaching and learning	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To enhance competency towards a smooth transition to inclusive community activity
12 month target 2.1	A whole school formal transition process to be documented and implemented.
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 1	A whole school formal transition process to be documented and implemented with our local feeder primary special and mainstream schools.
Actions	A whole school formal transition process to be documented and implemented with our local feeder primary specialist school and mainstream schools. A senior school transition program to be documented and implemented including links with external providers such as TAFES, Disability Employment services and Bayside Glen Era Kingston Local learning and Employment network.
Evidence of impact	<p>Students will</p> <ul style="list-style-type: none"> - have a successful transition into school supporting the continuity of students learning and development - Complete vocational goals in Career Action Plans and Managed individual pathways plans -engage in community self awareness teaching and learning programs , Bully Busters, learning & the Law -student will participate in work related practical programs eg Oakleigh Industries, SBAT, Car detailing <p>Teachers will</p> <ul style="list-style-type: none"> -Embed employability skills and vocational learning in their core teaching programs -ensure all student ILP goals reflect career action plans and potential pathways options for all students - Increase their professional learning aligned to programs from DES providers, BGKLEN programs and LLEN initiatives. <p>Leaders will</p> <ul style="list-style-type: none"> - provide staff with a clear transition process for all students across the school - provide professional learning linked to NDIS, post school programs -allocate structured PLC time focused on professional learning of post school options

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Career Action plans monitored and developed throughout the year- ILP goals for all students reflect a vocational/ skill based learning goal	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Network partnerships will be developed to enhance opportunities for students vocational learning	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Fountas and Pinnell PD VCOP PD - semester 2 Literacy Teaching Toolkit H.I.T.S professional learning	All Staff	from: Term 1 to: Term 4	<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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Career Action plans monitored and developed throughout the year- ILP goals for all students reflect a vocational/ skill based learning goal	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

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