

2023 Annual Implementation Plan

for improving student outcomes

Endeavour Hills Specialist School (5590)



Submitted for review by Karen Hunt (School Principal) on 16 December, 2022 at 04:09 PM

Endorsed by Michaela Cole (Senior Education Improvement Leader) on 20 February, 2023 at 02:34 PM

Endorsed by Endeavour Hills Specialist School SCP (School Council President) on 22 February, 2023 at 05:13 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>As a new school we are establishing and embedding our practices. This is a process that requires a great deal of thought and time to ensure that all students learning opportunities are maximised.</p> <p>We are researching best practice to ensure the highest quality teaching and learning is happening across the school. The leadership team is supporting all staff to ensure that the unit planners and work programs reflect the individual learners and the level of curriculum being addresses. We have developed an assessment/reporting schedule to ensure appropriate assessments are completed across the year.</p> <p>The priority was allowing students to learn how to be a successful student at EHSS and be ready to learn. This has meant</p>
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	<p>that the focus has been on personal and Social Capabilities as well as the students sensory and emotional needs. Learning data has not been consistent therefore has not been used to determine priorities moving forward.</p> <p>We experienced a large amount of staff movement in and out of the school. The leadership team reduced from a Principal and 2 Assistant Principals in January to an acting Principal in term 3. This high number of changes had an impact on the school's ability to embed and build high quality teaching and learning programs.</p>
<p>Considerations for 2023</p>	<p>The leadership profile has been strengthened thus allowing leading teachers to support, mentor and model high quality teaching practices. Scope and sequence documents and a curriculum planner will support teachers in understanding what they are required to teach and when. Professional learning will be provided on moderating students work to ensure learning data is consistent and can be used in a PLC inquiry cycle. The substantive principal will be appointed in term 1 2023, thus providing further stability and direction for the school. The Individual Education Plans will be overhauled to explicitly demonstrate the curriculum levels the students are working within and the overarching Personal and Social Capability goals that will underpin all learning.</p> <p>The Berry Street model will begin training all staff to upskill staff in using trauma informed practice when working with our students.</p> <p>Student and parent voice will be enhanced with the establishment of a student council and parents and friends association. The leadership team will oversee the purchasing and allocation of resources in a targeted strategic direction, being mindful of the constraints of the SRP.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Collect high fidelity base line data in numeracy Create a comprehensive student profile for all students comprising personalized information around engagement, communication, sensory and personal care.</p>

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>		
12 Month Target 1.1	<p>Collect high fidelity base line data in numeracy Create a comprehensive student profile for all students comprising personalized information around engagement, communication, sensory and personal care.</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Collect high fidelity base line data in numeracy Create a comprehensive student profile for all students comprising personalized information around engagement, communication, sensory and personal care.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Tutor Learning Initiative: A Tutor has been engaged to work 1 day a week for 2023. Their focus will be on supporting students in the area of numeracy. Refine Individual Education Plan (IEP) structure. IEP's will contain explicit Personal and Social Capabilities goals, Victorian Curriculum levels, and therapeutic goals. Leading Teachers will develop, in collaboration with teachers, a guaranteed and viable scope and sequence in line with the Victorian Curriculum. Leading Teachers will build teacher knowledge and expertise in the curriculum, thus increasing the proficiency of teachers in the use of data to inform their practice. Targeted professional learning to support the key priorities.
Outcomes	Evidence of student growth within numeracy. Evidence of learner confidence in numeracy. Consistent student base line data in numeracy. IEPs with a clear curriculum focus. SMART goals in the area of Communication and Sensory formulated. Increase in staff knowledge and understanding of the Victorian Curriculum and where their students' zone of proximal development is. Leading Teachers will ensure all teachers have planners that reflect the curriculum. Evidence of student data in PLC discussions (IEP, mid-year/End of Year reports). All teachers will enter student learning data on COMPASS (Assessment schedule).
Success Indicators	100% of students will be placed within the continuum of learning within numeracy. 100% of students will have IEP's containing reference to Victorian Curriculum levels for all domains.

	<p>100% of students will have IEP's containing a communication and sensory goal. Documented assessment and reporting timeline which outlines the specific school wide assessment tools to be used (differentiated for emergent and conventional learners).</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Appropriate assessments identified and assessment schedule developed</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Data tracking tool via school portal (Compass) training and implementation for teachers</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$4,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Moderation of student work to support placement of students within the continuum of learning (Victorian Curriculum)	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for Teachers and therapists on writing high quality IEP	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for teachers and therapist on the new IEP structure	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Information shared with school council and parent/carers on the new IEP timeline and structure	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Auditing of IEP content for consistent student data	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Develop student profiles.</p> <p>MHP facilitate targeted small group interventions with students aligned to their PSC goals.</p> <p>All staff undertake Berry Street training with a focus on implementation of strategies for trauma informed practice.</p> <p>Refine the positive expectation matrix to include student voice.</p> <p>Continue to build the capability and strengthen the SWBPS team.</p> <p>Develop clarity around role statements for leaders, teachers and therapists.</p> <p>Strengthen and embed staff capacity to identify and write appropriate social-emotional goals for each student in Personal and Social Capabilities (P&SCs).</p> <p>Continued SWPBS implementation.</p>			
Outcomes	<p>Student profiles contain relevant and current individualised information to support positive student engagement.</p> <p>Collaborative discussion by teachers and therapists, around what is required in each student profile and formulate a streamlined, easily accessible proforma.</p> <p>Staff will be using the Berry Street model to guide the development and implementation of trauma informed practice into their teaching programs.</p> <p>Teachers will have evidence of the Berry St high impact engagement strategies in planners, i.e. brain breaks and zones of regulation (TBC).</p> <p>All leaders will have an action plan aligned to their key improvement work.</p> <p>Students will be able to use the PBS matrix to demonstrate positive behaviours.</p> <p>The school wide PBS matrix will be clearly displayed within all classrooms and learning spaces.</p> <p>Teacher programs will demonstrate explicit teaching of the school wide PBS matrix daily.</p> <p>Parents/carers understand the positive behaviour matrix and the procedures used to respond to behaviours of concern.</p>			
Success Indicators	<p>100% of students will have completed student profiles.</p> <p>All teachers will have evidence of social and emotional capabilities in their planners.</p> <p>All staff will complete the first two days of the Berry Street training.</p> <p>Evidence of positive and negative behaviour reports on Compass.</p> <p>Behaviour data used in Professional Learning Teams informs Positive Behaviour Management Strategies and plans.</p> <p>Reduction of negative behaviour incidents in line with positive behaviour support plans.</p>			

All parents can access Compass for behaviour incident information.
Leaders will complete 100% of their targeted actions.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning for teachers/therapists on using and updating student profiles	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,044.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Berry Street Model training for all staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,850.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

SWPBS implementation and training including regular meetings with SWPBS coach	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,352.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a visual positive behaviour matrix	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,571.25 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Auditing of staff inputting behaviour data into COMPASS	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,005.25 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$16,803.80	\$0.00	\$16,803.80
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
Total	\$44,665.05	\$27,861.25	\$16,803.80

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional learning for teachers/therapists on using and updating student profiles	\$1,044.00
Berry Street Model training for all staff	\$14,850.00
SWPBS implementation and training including regular meetings with SWPBS coach	\$8,352.00
Create a visual positive behaviour matrix	\$2,571.25
Auditing of staff inputting behaviour data into COMPASS	\$1,005.25
Totals	\$27,822.50

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning for teachers/therapists on using and updating student profiles	from: Term 1 to: Term 2	\$1,082.75	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Berry Street Model training for all staff	from: Term 1 to: Term 4	\$14,850.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
SWPBS implementation and training including regular meetings with SWPBS coach	from: Term 1 to: Term 4	\$8,352.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ CRT to release staff member

Create a visual positive behaviour matrix	from: Term 1 to: Term 3	\$2,571.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) This activity will use Mental Health Menu staffing ○ Employ CRT to release staff member
Auditing of staff inputting behaviour data into COMPASS	from: Term 1 to: Term 4	\$1,005.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		\$27,861.25	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data tracking tool via school portal (Compass) training and implementation for teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Compass	<input checked="" type="checkbox"/> On-site
Professional learning for Teachers and therapists on writing high quality IEP	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning for teachers and therapist on the new IEP structure	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Berry Street Model training for all staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Berry St Consultants	<input checked="" type="checkbox"/> On-site

SWPBS implementation and training including regular meetings with SWPBS coach	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS training	<input checked="" type="checkbox"/> On-site
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