

2024 Annual Implementation Plan

for improving student outcomes

Officer Specialist School (5550)



Submitted for review by Helene Rowe (School Principal) on 02 February, 2024 at 08:18 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 04 February, 2024 at 05:33 PM
Endorsed by Paul Stephens (School Council President) on 01 November, 2024 at 08:55 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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	

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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve student outcomes in Mathematics and English.	Yes	<p>Individual Learning Plan (ILP) Goals By 2027, improve the percentage of students achieving their ILP goals as follows:</p> <ul style="list-style-type: none"> • Speaking and Listening goal from 84% in 2022 to 90% • Writing goal from 81% in 2022 to 90% • Number and algebra goal from 85% in 2022 to 90% 	The percentage of students achieving their learning focus goal in number and algebra will increase to 87%
		<p>School Staff Survey - Teaching and Learning - Implementation Module By 2027, improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Moderate assessment tasks together from 33% in 2022 to 70% 	The positive endorsement in SSS for 'Collaborate to scaffold student learning' will increase from 33% to 70%

		<ul style="list-style-type: none"> • Collaborate to scaffold student learning from 33% in 2022 to 70% • Understand formative assessment from 58% in 2022 to 70% 	
		<p>Attitude to School Survey</p> <p>By 2027, improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Stimulating learning from 65% in 2022 to 75% • Differentiated learning challenge from 79% in 2022 to 85% 	The positive endorsement in ASS for 'Stimulating learning' will increase from 65% to 68%
To improve student engagement and wellbeing.	Yes	<p>Individual Learning Plan (ILP) Goals</p> <p>By 2027, improve the percentage of students achieving their ILP Self-awareness goal from 83% in 2022 to 90%.</p>	The percentage of students achieving their IEP Self-awareness goal from 83% to 85%
		<p>Parent Opinion Survey</p> <p>By 2027, improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 79% in 2022 to 85% • Student agency and voice from 85% in 2022 to 90% 	the positive endorsement in the Parent Opinion Survey for:Parent participation and involvement from 79% to 82%
		<p>School Staff Survey</p> <p>By 2027, improve the positive endorsement for:</p> <ul style="list-style-type: none"> • Trust in students and parents from 45% in 2022 to 70% • Promote student ownership of learning from 47% in 2022 to 70% • Use student feedback to improve practice from 50% in 2022 to 70% 	The positive endorsement for:Use student feedback to improve practice from 50% to 55%

		Attitude to School Survey By 2027, improve the positive endorsement for: <ul style="list-style-type: none"> • Student voice and agency from 67% in 2022 to 80% • Sense of connectedness from 66% in 2022 to 80% • Sense of confidence from 67% in 2022 to 80% 	Improve the positive endorsement for: Sense of connectedness from 66% to 70%
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Goal 2	To improve student outcomes in Mathematics and English.	
12-month target 2.1-month target	The percentage of students achieving their learning focus goal in number and algebra will increase to 87%	
12-month target 2.2-month target	The positive endorsement in SSS for 'Collaborate to scaffold student learning' will increase from 33% to 70%	
12-month target 2.3-month target	The positive endorsement in ASS for 'Stimulating learning' will increase from 65% to 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.	No
KIS 2.b Teaching and learning	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.	Yes
KIS 2.c Assessment	Embed the use of evidence-based assessments and moderation for decision making across the curriculum.	No

<p>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.</p>	<p>Due to the continued growth of the school and the need to expand the staff profile we have a large number of new graduates, staff new to the school and staff inexperienced in special education. The school also needs to review IEPs and planning to reflect the DIPs initiative.</p> <p>The school will use this strategy to embed:</p> <ul style="list-style-type: none"> -the PLC structure within the school -the schoolwide instructional model, based on Gradual Release of responsibility <p>and to establish a collaborative planning model across the school that embraces student voice and agency as a priority in teaching and learning</p>	
<p>Goal 3</p>	<p>To improve student engagement and wellbeing.</p>	
<p>12-month target 3.1-month target</p>	<p>The percentage of students achieving their IEP Self-awareness goal from 83% to 85%</p>	
<p>12-month target 3.2-month target</p>	<p>the positive endorsement in the Parent Opinion Survey for:</p> <p>Parent participation and involvement from 79% to 82%</p>	
<p>12-month target 3.3-month target</p>	<p>The positive endorsement for:</p> <p>Use student feedback to improve practice from 50% to 55%</p>	
<p>12-month target 3.4-month target</p>	<p>Improve the positive endorsement for:</p> <p>Sense of connectedness from 66% to 70%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 3.a Support and resources</p>	<p>Embed multi-tiered systems of support that enhance student well-being, engagement, and inclusion.</p>	
<p>KIS 3.b Engagement</p>	<p>Activate student voice and agency and leadership to strengthen student participation and engagement in learning.</p>	

KIS 3.c Support and resources	Strengthen relationships with families from culturally diverse backgrounds to support student's wellbeing and learning.	No
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.	The school has expanded the staffing profile in response to school need and DET initiatives to include: <ul style="list-style-type: none"> - An Assistant Principal: Teaching and Learning - An Inclusion Outreach Coach - NDIS Navigator and Transition Coach - Mental Health and Wellbeing Leader -Additional Allied Health Staff We have established a Wellbeing Team including these new staff members to establish and embed multi-tiered systems of support that enhance student voice, well-being, engagement, and inclusion.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student outcomes in Mathematics and English.
12-month target 2.1 target	The percentage of students achieving their learning focus goal in number and algebra will increase to 87%
12-month target 2.2 target	The positive endorsement in SSS for 'Collaborate to scaffold student learning' will increase from 33% to 70%
12-month target 2.3 target	The positive endorsement in ASS for 'Stimulating learning' will increase from 65% to 68%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches.
Actions	<ul style="list-style-type: none"> -Appointment of an Assistant Principal to lead Teaching and Learning -All teaching staff to be allocated to a PLC and meeting time allocated to PLC : PLC focus to be on establishing and embedding an agreed school wide Instructional Model for Officer Specialist School. -PLCs will plan collaboratively -Engage consultant to work with Learning Specialists and PLC Leaders re Instructional model and Collaborative Planning -Implement the PLC Matrix to support and monitor progress in collaboration, moderation and reflection to improve practice
Outcomes	<p>Teaching and Learning team will be established as part of the leadership structure</p> <p>All teachers will work in a PLC to collaboratively plan</p> <p>PLC norms and protocols will be used in all meetings across the school</p> <p>An agreed Instructional model will be documented and all staff will be able to articulate the model and what it looks like in their classroom</p>

	Work programs will reflect the Instructional Model Leading Teacher to be assigned to Tutoring and Coaching under the direction of AP (T&L)			
Success Indicators	PLC minutes Teaching and Learning Handbook to document Instructional Model, IEP Development and Assessment and Reporting processes. PLC Maturity Matrix to reflect growth New IEP format established in line with DIPS Increase in student progress Through ongoing assessment records School based surveys for staff feedback: Instructional Model/PLC framework/Collaborative planning			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Estabich PLCs across the school led by leading teachers and learning specialists with a facilitator who will be upskilled to lead PLC	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All teachers will meet in PLCs to establish the Instructional Model and collaboratively plan learning	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage Andrea Hillbrik (Educational Consultatnt) to support the staff in collaborative planning with a focus on Literacy and Numeracy. She will start by working with the Learning Specialists (English and Maths) who will then provide Professional Learning for the PLC leaders	<input checked="" type="checkbox"/> Assistant principal <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 4	\$8,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Work Programs will be revised to reflect Instructional Model and DIPS requirements	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
IEP and reporting format will be revised to meet DIPS requirements and training provided to teachers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teaching and Learning Handbook to be revised in line with new processes (Dynamic document)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Expression of Interest for PLC Facilitators to be trained to lead PLCs and then Professional Learning provided.	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	To improve student engagement and wellbeing.			
12-month target 3.1 target	The percentage of students achieving their IEP Self-awareness goal from 83% to 85%			
12-month target 3.2 target	the positive endorsement in the Parent Opinion Survey for: Parent participation and involvement from 79% to 82%			
12-month target 3.3 target	The positive endorsement for: Use student feedback to improve practice from 50% to 55%			

12-month target 3.4 target	Improve the positive endorsement for: Sense of connectedness from 66% to 70%
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student well-being, engagement, and inclusion.
Actions	<p>Appoint Mental Health and Wellbeing leader/s</p> <p>Develop Wellbeing Team roles and responsibilities as part of multi tiered supports</p> <p>Embed programs for Personal and Social Learning across the school</p> <p>Complete training and engage Wellbeing Dog across the school 3 days a week</p> <p>Complete final two days of Berry St Trauma Training for whole staff</p> <p>Embed SWPBS across school as part of multi tiered system of supports, working towards accreditation with SWPBS Coach</p> <p>Establish regular School Community Connection Sessions (with families) to share information about Student learning and wellbeing</p>
Outcomes	<p>All staff will proactively use tier one strategies in their classrooms</p> <p>Process for referral and support to be established and implemented across the school</p> <p>Wellbeing team will document and track interventions for tier 2/3 students</p> <p>Regular Community Connection sessions will be established as part of the school calendar</p> <p>School will achieve first level of accreditation in SWPBS</p> <p>All staff will complete Berry Street Trauma training</p>
Success Indicators	<p>SWPBS Matrix to show progress</p> <p>Tracking tool for interventions for tier 2/3 students</p> <p>Behaviour records to show reduction in Behaviours of Concern</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Wellbeing team to document processes and procedures, identify proactive strategies to promote student engagement and wellbeing, track interventions and produce a handbook documenting these.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Learning Specialists to provide information sessions re Respectful Relationships/Relationships and Sexuality programs and resources available at the school.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
All staff to complete last two days of Berry St Trauma Training	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All interested staff to complete Dogs Connect Training and dog to engage in timetabled activities 3 days a week	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS Learning Specialist will provide professional learning sessions for whole staff and coaching for individual teachers	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

to embed SWPBS practices across the school and work towards accreditation.			to: Term 4	
Regular Community Connection sessions will be planned as part of the school calendar to encourage parents/carers into the school and provide information about school programs and supports.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$125,203.80	\$125,203.80	\$0.00
Disability Inclusion Tier 2 Funding	\$147,072.25	\$147,072.25	\$0.00
Schools Mental Health Fund and Menu	\$43,410.62	\$42,000.00	\$1,410.62
Total	\$315,686.67	\$314,276.05	\$1,410.62

Activities and milestones – Total Budget

Activities and milestones	Budget
Engage Andrea Hillbrik (Educational Consultant) to support the staff in collaborative planning with a focus on Literacy and Numeracy. She will start by working with the Learning Specialists (English and Maths) who will then provide Professional Learning for the PLC leaders	\$8,000.00
All staff to complete last two days of Berry St Trauma Training	\$25,000.00
All interested staff to complete Dogs Connect Training and dog to engage in timetabled activities 3 days a week	\$5,000.00
Totals	\$38,000.00

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
Engage Andrea Hillbrik (Educational Consultatnt) to support the staff in collaborative planning with a focus on Literacy and Numeracy. She will start by working with the Learning Specialists (English and Maths) who will then provide Professional Learning for the PLC leaders	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
Totals		\$8,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
All staff to complete last two days of Berry St Trauma Training	from: Term 3 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

All interested staff to complete Dogs Connect Training and dog to engage in timetabled activities 3 days a week	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Dogs Connect Program
Totals		\$30,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ additional days so is MHP and Transition Coach are full time supporting across school as part of multitiered supports	\$125,208.80
Employ special education teachers	\$13,907,225.00
PAWS Therapy Dogs	\$12,000.00
Totals	\$14,044,433.80

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ additional days so is MHP and Transition Coach are full time supporting across school as part of multitiered supports	from: Term 1 to: Term 4	\$125,203.80	<input checked="" type="checkbox"/> School-based staffing
Employ special education teachers	from: Term 1	\$0.00	

	to: Term 4		
PAWS Therapy Dogs	from: Term 1 to: Term 4	\$0.00	
Totals		\$125,203.80	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ additional days so is MHP and Transition Coach are full time supporting across school as part of multitiered supports	from: Term 1 to: Term 4	\$0.00	
Employ special education teachers	from: Term 1 to: Term 4	\$139,072.25	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Special education teacher
PAWS Therapy Dogs	from: Term 1 to: Term 4	\$0.00	
Totals		\$139,072.25	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ additional days so is MHP and Transition Coach are full time supporting across school as part of multitiered supports	from: Term 1 to: Term 4	\$0.00	
Employ special education teachers	from: Term 1 to: Term 4	\$0.00	
PAWS Therapy Dogs	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> P.A.W.S. in Schools (Therapy Animals Australia)
Totals		\$12,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Engage Andrea Hillbrik (Educational Consultant) to support the staff in collaborative planning with a focus on Literacy and Numeracy. She will start by working with the Learning Specialists (English and Maths) who will then provide Professional Learning for the PLC leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Andrea Hillbrik	<input checked="" type="checkbox"/> On-site
IEP and reporting format will be revised to meet DIPS requirements and training provided to teachers	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DIPS Training	<input checked="" type="checkbox"/> On-site
All staff to complete last two days of Berry St Trauma Training	<input checked="" type="checkbox"/> Leadership team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Berry st	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback			
SWPBS Learning Specialist will provide professional learning sessions for whole staff and coaching for individual teachers to embed SWPBS practices across the school and work towards accreditation.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site