

2019 Annual Implementation Plan

for improving student outcomes

Victorian College For The Deaf (3774)



Submitted for review by Margaret Tope (School Principal) on 27 March, 2019 at 12:18 PM
Endorsed by John Stone (Senior Education Improvement Leader) on 27 March, 2019 at 12:20 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>Teachers meet weekly in PLC teams - Agenda and student learning logs are documented</p> <p>Each week a teacher discusses a student, presents their data and the team give feedback on problems of practice and make recommendations</p> <p>Professional learning involves Literacy, numeracy, Autism and fingerspelling phonetics</p> <p>An assessment schedule has been established and implemented</p> <p>No opportunities for peer observations for feedback</p> <p>Teachers are sharing their data in PLC meetings and usually reference data</p> <p>Professional Learning during whole staff meeting provide limited opportunities on Deaf Education</p>
Considerations for 2019	<p>Student Engagement & Wellbeing will require leadership. The College is also going to need to address policy and processes in relation to Child Safe Standards.</p> <p>Curriculum and Assessment will also require leadership. The needs to College map curriculum to build a scope and sequence. To date, little documentation has been located.</p> <p>The College will also need to agree to a pedagogical model and instructional approaches for the teaching of language and</p>

	literacy. This will require sourcing and recruiting staff with knowledge, skill and expertise in this area who are also fluent in Auslan.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve students language acquisition and communication skills
Target 1.1	<p>80% of students to achieve level 5 in language acquisition and communication skills in their ILP as measured by assessment tools to be developed by the school.</p> <p>80% of all students to achieve growth as measured by criterion referenced assessments and dynamic assessments.</p> <p>80% of all students to achieve a rating of '75% of obligatory occasions' on a school-based (to be developed) assessment tool.</p>
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed approach to the effective teaching of language and communication (BPE)
Key Improvement Strategy 1.b Building practice excellence	Build teacher capacity to teach to the strengths and needs of Deaf and hard of hearing students (BPE)
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning in Auslan and English (CPA)
Goal 2	Improve individual students' learning growth and achievement
Target 2.1	80% of students to achieve level 5 in their ILP rating for literacy and numeracy goals as measured by two assessments.

	<p>Guaranteed and viable curriculum to be at 50% in the staff opinion survey.</p> <p>Using VCD ILP Parent survey 60% of parents positive and confident about implementation of the ILP</p> <p>FISO continua rating for curriculum planning and assessment to be at least evolving.</p>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	<p>Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning (BPE).</p>
<p>Key Improvement Strategy 2.b Building practice excellence</p>	<p>Develop a pedagogical framework for rigorous and challenging learning that meets the needs of students (BPE).</p>
<p>Key Improvement Strategy 2.c Curriculum planning and assessment</p>	<p>Develop whole school scope and sequence documents that promote high quality teaching and learning across the curriculum (CPA).</p>
<p>Goal 3</p>	<p>To improve and enrich deaf students' engagement and well being.</p>
<p>Target 3.1</p>	<p>By 2021 Student attendance to improve by 10%</p> <p>VCD student perceptioin survey to show 10% improvement in the engagement and wellbeing dimensions by 2021</p> <p>FISO continua Parents and Carers as partner to move from emerging to evolving</p>
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Empower and build confidence, resilience and independence in all students (HW).</p>

Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher understanding and capacity to promote student voice, agency and leadership (ES).
Key Improvement Strategy 3.c Health and wellbeing	Support and provide opportunities for all students to develop deaf life skill (HW)
Key Improvement Strategy 3.d Building communities	Build community partnerships (BC).

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve students language acquisition and communication skills	Yes	<p>80% of students to achieve level 5 in language acquisition and communication skills in their ILP as measured by assessment tools to be developed by the school.</p> <p>80% of all students to achieve growth as measured by criterion referenced assessments and dynamic assessments.</p> <p>80% of all students to achieve a rating of '75% of obligatory occasions' on a school-based (to be developed) assessment tool.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Assessment tools and a means for presenting data to be developed. By the end of term 2, 2019 assessment tools have been identified and/or developed.</p>
Improve individual students' learning growth and achievement	Yes	<p>80% of students to achieve level 5 in their ILP rating for literacy and numeracy goals as measured by two assessments.</p> <p>Guaranteed and viable curriculum to be at 50% in the staff opinion survey.</p> <p>Using VCD ILP Parent survey 60% of parents positive and confident about implementation of the ILP</p>	<p>By December 2019:</p> <ul style="list-style-type: none"> staff will have identified all students as visual or auditory phonemic awareness learners; staff will have been instructed in the Big 5 - phonemic awareness, phonics, vocabulary, fluency and comprehension teaching strategies and assessment tools to track student progress; begun professional development on

		FISO continua rating for curriculum planning and assessment to be at least evolving.	phonemic awareness through phonological fingerspelling;
To improve and enrich deaf students' engagement and well being.	Yes	By 2021 Student attendance to improve by 10% VCD student perceptioin survey to show 10% improvement in the engagement and wellbeing dimensions by 2021 FISO continua Parents and Carers as partner to move from emerging to evolving	By December 2019, as a staff, we will have an understanding and capacity to promote student voice, agency and leadership.

Goal 1	To improve students language acquisition and communication skills	
12 Month Target 1.1	Assessment tools and a means for presenting data to be developed. By the end of term 2, 2019 assessment tools have been identified and/or developed.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed approach to the effective teaching of language and communication (BPE)	Yes
KIS 2 Building practice excellence	Build teacher capacity to teach to the strengths and needs of Deaf and hard of hearing students (BPE)	No

KIS 3 Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning in Auslan and English (CPA)	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 is a specialist setting for Deaf students. Language acquisition and communication represent learning challenges for all students at the school. These skills impact on students' ability to progress, socialize and find their place in the world. A consistent school wide focus and understanding on teaching and learning that supports the development of language and communication needs to be a focus.	
Goal 2	Improve individual students' learning growth and achievement	
12 Month Target 2.1	By December 2019: staff will have identified all students as visual or auditory phonemic awareness learners; staff will have been instructed in the Big 5 - phonemic awareness, phonics, vocabulary, fluency and comprehension teaching strategies and assessment tools to track student progress; begun professional development on phonemic awareness through phonological fingerspelling;	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning (BPE).	Yes
KIS 2 Building practice excellence	Develop a pedagogical framework for rigorous and challenging learning that meets the needs of students (BPE).	No
KIS 3 Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning across the curriculum (CPA).	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 needs to provide a tailored and targeted approach to teaching and learning for students at VCD. As a priority, appropriate assessment tools that provide the necessary information to ensure teaching and learning occurs at students' point of need must be identified, developed and agreed upon. At present, a lack of data is making it difficult to set goals and track progress of students. Once the assessment tools and approach for learning to acquire language and communication, reading and writing is identified for each student, teacher knowledge and skills to identify, implement and track student growth using the to be developed assessment tools will be a focus.	
Goal 3	To improve and enrich deaf students' engagement and well being.	
12 Month Target 3.1	By December 2019, as a staff, we will have an understanding and capacity to promote student voice, agency and leadership.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Empower and build confidence, resilience and independence in all students (HW).	No
KIS 2 Empowering students and building school pride	Build teacher understanding and capacity to promote student voice, agency and leadership (ES).	Yes
KIS 3 Health and wellbeing	Support and provide opportunities for all students to develop deaf life skill (HW)	No
KIS 4 Building communities	Build community partnerships (BC).	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 panel found from field work findings and student focus groups that students need to be supported to engage more actively in their learning knowing what they are learning and why it is important to build their voice and agency in the school.	

Define Actions, Outcomes and Activities

Goal 1	To improve students language acquisition and communication skills			
12 Month Target 1.1	Assessment tools and a means for presenting data to be developed. By the end of term 2, 2019 assessment tools have been identified and/or developed.			
KIS 1 Building practice excellence	Develop an agreed approach to the effective teaching of language and communication (BPE)			
Actions	Recruit staff who have fluency in Auslan, are Speech Pathologists, qualified Teachers of the Deaf (preferably primary trained), and/or are deaf themselves. Establish critical friends outside of the school such as researchers in the field of Deaf Education who are credible and recent when it comes to language, communication, literacy and the deaf learner. PLC with the focus on the teaching of language, communication, literacy and the deaf learner. (Literacy PLC) Principal and Speech Pathologist to be the instructional leaders for the Literacy PLC			
Outcomes	Staff will have knowledge of the approach to use and the skills to teach the deaf learner. Students will be engaged in their learning and view themselves as successful learners. Parents will begin to feel engaged and able to support their deaf child's learning.			
Success Indicators	90% of staff directly working with students will have fluency in Auslan. Teacher work programs, lesson plans, learning intentions and success criteria will evidence the agreed approach. ILP goals and reports will evidence the agreed approach VCD Student perception survey will evidence that students are engaged in their learning and view themselves as successful learners.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
VCD to be global in relation to establishing and maintaining critical friends. Create relationships with current researchers in the field.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Build and deliver to staff PD for Literacy PLC	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify assessment tools for language acquisition	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,000.00 <input type="checkbox"/> Equity funding will be used
Identify assessment tools for communication skills	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve individual students' learning growth and achievement			
12 Month Target 2.1	By December 2019: staff will have identified all students as visual or auditory phonemic awareness learners; staff will have been instructed in the Big 5 - phonemic awareness, phonics, vocabulary, fluency and comprehension teaching strategies and assessment tools to track student progress; begun professional development on phonemic awareness through phonological fingerspelling;			
KIS 1 Building practice excellence	Build teacher capacity to utilise data and a range of assessment strategies to teach to a student's point of learning (BPE).			
Actions	Recruit staff who have fluency in Auslan, are Speech Pathologists, qualified Teachers of the Deaf (preferably primary trained), and/or are deaf themselves. Establish critical friends outside of the school such as researchers in the field of Deaf Education who are credible and recent when it comes to language, communication, literacy and the deaf learner.			

	PLC with the focus on the teaching of language, communication, literacy and the deaf learner. (Literacy PLC) Principal and Speech Pathologist to be the instructional leaders for the Literacy PLC PLC with focus on Curriculum & Assessment (C & A PLC) Principal and AP - C&A to lead C & A PLC			
Outcomes	Staff will have knowledge of the approach to use and the skills to teach the deaf learner. Students will be engaged in their learning and view themselves as successful learners. Parents will begin to feel engaged and able to support their deaf child's learning. Staff will map and track student growth against Vic Curric Learning Progressions for Literacy			
Success Indicators	90% of staff directly working with students will have fluency in Auslan. Teacher work programs, lesson plans, learning intentions and success criteria will evidence the agreed approach. ILP goals and reports will evidence the agreed approach VCD Student perception survey will evidence that students are engaged in their learning and view themselves as successful learners. ILPs will evidence tracking and mapping of student growth			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
VCD to be global in relation to establishing and maintaining critical friends. Create relationships with current researchers in the field. Subscribe to professional journals of relevance Subscribe to professional organisations of relevance	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Build and deliver to staff PD for Literacy PLC	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce teachers to Learning Progressions and curriculum mapping tools on VCAA website	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish a Curriculum & Assessment PLC - group staff in working parties to map core curriculum for Auslan, English, Math, Science, Humanities, Health & PE, Art.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To improve and enrich deaf students' engagement and well being.			
12 Month Target 3.1	By December 2019, as a staff, we will have an understanding and capacity to promote student voice, agency and leadership.			
KIS 1 Empowering students and building school pride	Build teacher understanding and capacity to promote student voice, agency and leadership (ES).			
Actions	Dedicate PLT time to focus on this KIS. Enhance the SRC by allocating a teacher to facilitate. Build into the School Council agenda a report from SRC and enable students to speak to their report Initiate a weekly activity, Clubs, enabling student choice and preference. Establish after school activities enabling students to elect to be involved or not.			
Outcomes	Teachers seeking to understand student point of view and opinion by establishing a way of student feedback process from student to teachers on how students are feeling about their learning. Students indicating they feel listened to. Students not wanting to miss school.			
Success Indicators	Teacher developed feedback survey VCD student perception survey Attendance data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

PLTs to dedicate time to learning about Student Voice and Agency -	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Council empowered to lead - teacher allocated to facilitate as needed - representatives present at School Council meetings - SRC delivers a report at School Council meetings - include SRC news in VCD newsletter	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Establish Clubs at VCD led by Health & PE teacher - develop a process for students to indicate interests - develop a process for coordinating and enabling students to indicate preferences - build in a feedback process from students to staff	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Establish after school activities led by teachers, supported by ES staff - identify what activities - communicate to students and families - address transport home with students and families	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Build and deliver to staff PD for Literacy PLC	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Queensland DoE consultants Prof Brenda Schick, Uni of Boulder, Colorado Nancy Bridenbaugh, independent consultant, USA <input checked="" type="checkbox"/> Departmental resources DET Pedagogical Model DET Practice Principles DET HITS DET Literacy Portal	<input checked="" type="checkbox"/> On-site
Build and deliver to staff PD for Literacy PLC	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Queensland DoE consultants Prof Brenda Schick, Uni of Boulder, Colorado Nancy Bridenbaugh, independent consultant, USA <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					DET Pedagogical Model DET Practice Principles DET HITS DET Literacy Portal	
PLTs to dedicate time to learning about Student Voice and Agency -	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources DET publication - Student voice and agency	<input checked="" type="checkbox"/> Off-site Teachers may elect to visit other schools to see activities or projects put in re student voice and agency