

# 2018 Annual Implementation Plan

for improving student outcomes

Victorian College For The Deaf (3774)



Submitted for review by Angelique Den Brinker (School Principal) on 23 November, 2017 at 11:35 AM  
Endorsed by John Stone (Senior Education Improvement Leader) on 21 January, 2018 at 01:42 PM  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2018

Victorian College For The Deaf (3774)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	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
<b>Professional leadership</b>	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

<b>Enter your reflective comments</b>	<p>The Victorian College for the Deaf is at the emerging and evolving stage of aligning our practices to FISO. Our staff focus is on Building Practice Excellence and Curriculum Planning and Assessment. We have developed a school pedagogical framework that connects our school context to evidenced based teaching practice. We are now developing an implementation strategy to ensure all teachers are able to effectively implement the model. Professional learning and discussion in PLC meeting and staff learning meetings will provide teachers with the necessary skills to implement the model. A primary class has developed a digital portfolio. This work was presented to staff and from this a whole school approach to digital portfolios has commenced. The purpose of the portfolios is to align with our Careers and MIPs programs in the secondary year levels. Digital portfolios will continue to be goals for 2018 in the AIP. In 2017 we have commenced providing further opportunities for students to be involved in community experiences. We have a working relationship with DCA to provide work experience placements and travel training. VicDeaf provide post secondary school employment programs and NDIS information sessions. We have not yet connected our inquiry teaching approach to excursions and this work will continue in 2018. A decision was made not to proceed with the inquiry model but to commence with a curriculum day dedicated to use of ICT to develop student critical thinking skills using the SAMR model. This was well received by staff</p>
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	and all staff have undertaken an action research project to develop a specific ICT skill that will improve their teaching of critical thinking skills.
<b>Considerations for 2019</b>	<p>We need to continue with the following that were commenced in 2017:</p> <ol style="list-style-type: none"> <li>1. Digital portfolios across all year levels</li> <li>2. Developing an inquiry planner which is linked to an excursion planner</li> <li>3. Implementation in all classes of the pedagogical model</li> </ol> <p>Further considerations include developing a literacy and numeracy strategy aligned to FISO. A Literacy Leader has been nominated for 2018 and professional development commenced in 2017 and will continue in 2018. A Literacy data review will take place in 2018 to support our literacy strategy. VDEI will assist VCD to ascertain the most appropriate assessment strategies for Literacy reading and writing for deaf students. Other schools for deaf children will be invited to form a community of practice in this area.</p>
<b>Documents that support this plan</b>	<p>2017 Data Timeline .docx (0.04 MB)  Instructional model supporting info (002).docx (0.02 MB)  Primary 1 Scope and Sequence Detailed.docx (0.08 MB)  Primary 2 SCOPE AND SEQUENCE Auslan 2017.docx (0.04 MB)  Primary 3 SCOPE AND SEQUENCE Auslan 2017.docx (0.05 MB)  VCD Assessment PY Schedule 2017.docx (0.02 MB)  VCD AssessmentSchedule MY 2017.docx (0.03 MB)  VCD AssessmentSchedule Senior Years 2017.docx (0.02 MB)  VCD Auslan SCOPE AND SEQUENCE 2016.docx (0.04 MB)</p>

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

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Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for	12 month target	FISO initiative
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		<b>focus this year?</b>	Outline what you want achieve in the next 12 months against your Strategic Plan target.	
All students will be proficient in Auslan and English by the end of Year 10	All students by the end of Year 10 will be assessed as satisfactory in Auslan School pedagogy model implemented in all classrooms	Yes	50% of staff to be trained in using Auslan assessments to plan the curriculum program. Students' reading level to improve by at least 1 progression point annually.	Curriculum planning and assessment
Introduce Pathways Plans and Careers Education from Year 7 to improve post school outcomes	100% of parents express at least satisfied with the pathway of their student 100% of parents satisfied with the ILP for their student	Yes	85% of parents approve of the ILP format and information provided All students Years 7 - 12 to be timetabled for careers education Individual pathways Plan on Compass for each student in Years 7-12 and reported to parents.	Building practice excellence

### **Improvement Initiatives Rationale**

These initiatives have been chosen as they are goals from the strategic plan. We are continuing with the development and implementation of these goals from 2017 as we further embed the initiatives into our practice. Our school English and Auslan data provides evidence that our students are making limited progress. Our school leavers are making some gains in successfully transitioning to work or training but there are gaps remaining in the skills they need. Our goal is to ensure that all school leavers can access work or training. To achieve this the focus needs to start from Foundation building skills and knowledge incrementally and systematically through to Year 12.

<b>Goal 1</b>	All students will be proficient in Auslan and English by the end of Year 10
<b>12 month target 1.1</b>	50% of staff to be trained in using Auslan assessments to plan the curriculum program. Students' reading level to improve by at least 1 progression point annually.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	
KIS 1	Develop a strong Auslan language for all students as a foundation to support English language improvement and to develop an inquiry model that will support language and communication for all students.

<b>Goal 2</b>	Introduce Pathways Plans and Careers Education from Year 7 to improve post school outcomes
<b>12 month target 2.1</b>	85% of parents approve of the ILP format and information provided All students Years 7 - 12 to be timetabled for careers education Individual pathways Plan on Compass for each student in Years 7-12 and reported to parents.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop explicit understanding for each student as to how they learn and what skills they will need for their future pathway

## Define Evidence of Impact and Activities and Milestones - 2018

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<b>Goal 1</b>	All students will be proficient in Auslan and English by the end of Year 10
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<b>12 month target 1.1</b>	50% of staff to be trained in using Auslan assessments to plan the curriculum program. Students' reading level to improve by at least 1 progression point annually.			
<b>FISO Initiative</b>	Curriculum planning and assessment			
<b>Key Improvement Strategy 1</b>	Develop a strong Auslan language for all students as a foundation to support English language improvement and to develop an inquiry model that will support language and communication for all students.			
Actions	Teachers will be trained by the Auslan Assessment leader in 2018 to use Auslan Assessments to plan for individual students. Professional learning incorporated into professional learning program and PLCs. Develop a school model and process for implementing an Inquiry approach across the school. Use of SAMR model to develop creative use of ICT in classroom practice to develop language skills and understanding.			
Evidence of impact	Auslan assessments to show improvement in Auslan in 100% of students. Students' reading level to improve by at least 1 progression point annually.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
By the end of term 3, 50% of staff will be trained in using Auslan assessments to inform individual planning for students. All students will be assessed in receptive and expressive Auslan once a year and reported to parents. Assessment data will be collected so that progress can be monitored and the Auslan program evaluated. Teachers will develop an inquiry model by the end of term 2 for implementation at the beginning of term 3. This work will be done in professional learning meetings and PLTs. A whole school approach to Inquiry will be developed. The model will include the SAMR model for creative use of ICT in Inquiry. The Inquiry approach will provide for language learning in an applied framework for Deaf students resulting in improved reading skills. Developing more creative applications of ICT will enhance the students language learning skills. Applications such as book	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

creator will be used. The Inquiry Model will be implemented in term 3 and 4.				
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<b>Goal 2</b>	Introduce Pathways Plans and Careers Education from Year 7 to improve post school outcomes			
<b>12 month target 2.1</b>	85% of parents approve of the ILP format and information provided All students Years 7 - 12 to be timetabled for careers education Individual pathways Plan on Compass for each student in Years 7-12 and reported to parents.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Develop explicit understanding for each student as to how they learn and what skills they will need for their future pathway			
Actions	<p>Parents will be surveyed in the ILP meetings with parents in February and July 2018. Parents will be asked about their satisfaction with the ILP proforma and information provided at the meetings. This will also include suggestions for improved practice. This data will be collated in February and will then inform any changes for the July ILP meeting. Following the July meeting the data will collated and compared to February. A review of the ILP process in term 3 will then take place. One period per week for all students in Years 7 - 12 will be allocated to careers education. For VCAL students careers will be included in Personal Development. An online MIPs plan will be developed and implemented for students in Years 7 -12. This will be placed on Compass for students and parents to access. The MIPs plan will collect information from year 7 to 12 for each student. The MIPs plan can then be used to support the students pathway post secondary school.</p> <p>Digital MIPs plans will be developed for all students in years 7 -12 and stored on Compass. Careers Education is included for all students in years 7-12. Parent satisfaction data will be collected on ILP process and documentation.</p>			
Evidence of impact	<p>Survey of parents show that 85% of parents by 2nd semester of 2018 are satisfied with the ILP information and process. Semester 1 survey results will inform any change for semester 2 information and process.</p> <p>All students have online plans and have accessed them from home. Parents have accessed their child's plan on Compass. Careers education will improve work experience participation and student evaluation results. Careers education will assist students in the selection of VET programs for 2019. MIPs plans will be primarily completed in the Careers Education program.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>



<p>Parents will be surveyed in the ILP meetings with parents in February and July 2018. Parents will be asked about their satisfaction with the ILP proforma and information provided at the meetings. This will also include suggestions for improved practice. This data will be collated in February and will then inform any changes for the July ILP meeting. Following the July meeting the data will collated and compared to February. A review of the ILP process in term 3 will then take place. One period per week for all students in Years 7 - 12 will be allocated to careers education. For VCAL students careers will be included in Personal Development. An online MIPs plan will be developed and implemented for students in Years 7 -12. This will be placed on compass for students and parents to access. The MIPs plan will collect information from year 7 to 12 for each student. The MIPs plan can then be used to support the students pathway post secondary school.</p>	<p>All Staff</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00 <input type="checkbox"/> Equity funding will be used</p>
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## Professional Learning and Development Plan - 2018

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Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>By the end of term 3, 50% of staff will be trained in using Auslan assessments to inform individual planning for students. All students will be assessed in receptive and expressive Auslan once a year and reported to parents. Assessment data will</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 3</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting</p>	<p><input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders</p>	<p><input checked="" type="checkbox"/> On-site</p>

<p>collected so that progress can be monitored and the Auslan program evaluated. Teachers will develop an inquiry model by the end of term 2 for implementation at the beginning of term 3. This work will be done in professional learning meetings and PLTs. A whole school approach to Inquiry will be developed. The model will include the SAMR model for creative use of ICT in Inquiry. The Inquiry approach will provide for language learning in an applied framework for Deaf students resulting in improved reading skills. Developing more creative applications of ICT will enhance the students language learning skills. Applications such as book creator will be used. The Inquiry Model will be implemented in term 3 and 4.</p>						
<p>Parents will be surveyed in the ILP meetings with parents in February and July 2018. Parents will be asked about their satisfaction with the ILP proforma and information provided at the meetings.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>This will also include suggestions for improved practice. This data will be collated in February and will then inform any changes for the July ILP meeting. Following the July meeting the data will collated and compared to February. A review of the ILP process in term 3 will then take place. One period per week for all students in Years 7 - 12 will be allocated to careers education. For VCAL students careers will be included in Personal Development. An online MIPs plan will be developed and implemented for students in Years 7 -12. This will be placed on compass for students and parents to access. The MIPs plan will collect information from year 7 to 12 for each student. The MIPs plan can then be used to support the students pathway post secondary school.</p>				<p><input checked="" type="checkbox"/> PLC/PLT Meeting</p>		
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### Documents that support the plan

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

#### Dimension 1

[PLC log.docx \(0.01 MB\)](#)  
[Staff Meetings Terrm 2 2017.docx \(0.02 MB\)](#)  
[Staff Meetings Terrm 3 2016.docx \(0.02 MB\)](#)  
[Staff Meetings Terrm 4 2017.docx \(0.02 MB\)](#)  
[Staff Meetings Terrm1 2017.docx \(0.02 MB\)](#)  
[VCD PLC agenda.docx \(0.1 MB\)](#)

Dimension 2

[Instructional Practice 2017.vsd \(0.13 MB\)](#)  
[VCD Assessment PY Schedule 2017.docx \(0.03 MB\)](#)  
[VCD AssessmentSchedule MY 2017.docx \(0.03 MB\)](#)  
[VCD AssessmentSchedule Senior Years 2017.docx \(0.02 MB\)](#)

Dimension 10

[VCD matrix reduced.docx \(0.02 MB\)](#)  
[VCD PSWB STAFF BOOKLET.docx \(1.23 MB\)](#)

Dimension 12

[2017 Data Timeline .docx \(0.04 MB\)](#)  
[VCD ILP template.docx \(0.02 MB\)](#)

Self-evaluation Summary

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[Instructional model supporting info \(002\).docx \(0.02 MB\)](#)  
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[Primary 2 SCOPE AND SEQUENCE Auslan 2017.docx \(0.04 MB\)](#)  
[Primary 3 SCOPE AND SEQUENCE Auslan 2017.docx \(0.05 MB\)](#)  
[VCD Assessment PY Schedule 2017.docx \(0.02 MB\)](#)  
[VCD AssessmentSchedule MY 2017.docx \(0.03 MB\)](#)  
[VCD AssessmentSchedule Senior Years 2017.docx \(0.02 MB\)](#)  
[VCD Auslan SCOPE AND SEQUENCE 2016.docx \(0.04 MB\)](#)