

Annual Implementation Plan - 2020

Select Annual Goals and KIS

Victorian College For The Deaf (3774)



Submitted for review by Margaret Tope (School Principal) on 17 December, 2019 at 07:29 PM
Endorsed by John Stone (Senior Education Improvement Leader) on 17 January, 2020 at 07:47 AM
Awaiting endorsement by School Council President

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| To improve students language acquisition and communication skills | Yes | 80% of students to achieve 80% success on embedded formative assessments taken from DI program provided at their level (Language for learning, Language for Thinking, Language for Writing, Spelling Mastery. RAVE-O) | 70% of Year 7 - 10 students in the Language for Writing program will achieve an average 80% success on embedded formative assessments taken from the DI program |
| | | 50% of all students to demonstrate 12 months' growth for 12 months' teaching assessed against the Australian Curriculum requirements for Auslan. | 50% of all Primary students to demonstrate 12 months' growth for 12 months of teaching according to teacher judgement for Auslan |
| | | 50% of students will demonstrate 6 months' growth (0.5PP) for 12 months of instruction on the Victorian Curriculum for Literacy - reading and writing. | 50% of students in the finger spelling phonological awareness program will demonstrate growth on the embedded formative assessments |
| Improve individual students' learning growth and achievement | Yes | 50% of students to achieve level 0.5PP growth as measured by two assessments (WIAT-III (numeracy/literacy), Australian Criterion Scale (literacy), YARC (Literacy), UKPSC (Literacy), School-based assessment (numeracy/literacy), formative assessments (DI programs: Literacy/Numeracy). | 80% of students in the auditory phonics program in Primary to achieve growth according to embedded formative assessments |

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| | | <p>Guaranteed and viable curriculum to be at 50% in the staff opinion survey.</p> | <p>In the Staff Opinion Survey improve the following items that are below 50% positive endorsement to above 50% and any item that is between 50% and 60% to be above 60% positive endorsement.</p> <p>School Climate % Academic emphasis 41 Collective efficacy 50 Guaranteed and Viable Curriculum 25 Teacher Collaboration 53 Professional Learning Feedback 43 Teaching and Learning - Evaluation Skills to measure impact 43 Teaching and Learning – Implementation Knowledge of HITS 36 Moderate assessment tasks together 18 Use of HITS 36 Teaching and Learning – Practice Improvement Use a Pedagogical Model 27</p> |
| | | <p>60% of parents will attend parent teacher/SSG interviews twice a year.</p> | <p>20% of parents will attend both meetings.</p> |
| | | | <p>N/A</p> |

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| To improve and enrich deaf and hard of hearing students' engagement and well being | Yes | The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan. | The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan. |
| | | VCD student perception survey to show 10% improvement from 54% to 64% average across all questions in the engagement and wellbeing dimensions by 2022 | 50% of students in Years 9 to 12 will have a successful community placement |

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| Goal 1 | To improve students language acquisition and communication skills | |
| 12 Month Target 1.1 | 70% of Year 7 - 10 students in the Language for Writing program will achieve an average 80% success on embedded formative assessments taken from the DI program | |
| 12 Month Target 1.2 | 50% of all Primary students to demonstrate 12 months' growth for 12 months of teaching according to teacher judgement for Auslan | |
| 12 Month Target 1.3 | 50% of students in the finger spelling phonological awareness program will demonstrate growth on the embedded formative assessments | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Develop an agreed approach to the effective teaching of language and communication | No |

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| KIS 2 Evidence-based high-impact teaching strategies | Build teacher capacity to teach to the strengths and needs of Deaf and hard of hearing students | 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 | 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. | We have identified that there is significant work to be done to develop curriculum and programs for Literacy and Auslan. We acknowledge the variety of cohorts at the College, for example refugees (including late language learners), students with additional needs (for example global delay, ASD, Charge), and Koorie students. Approximately 96% of our students have some form of language deprivation. We have adopted and implemented a new pedagogy and we need to develop curriculum (especially school scope and sequence) to match our pedagogy to meet the learning needs of each cohort. | |
| Goal 2 | Improve individual students' learning growth and achievement | |
| 12 Month Target 2.1 | 80% of students in the auditory phonics program in Primary to achieve growth according to embedded formative assessments | |
| 12 Month Target 2.2 | <p>In the Staff Opinion Survey improve the following items that are below 50% positive endorsement to above 50% and any item that is between 50% and 60% to be above 60% positive endorsement.</p> <p>School Climate % Academic emphasis 41 Collective efficacy 50 Guaranteed and Viable Curriculum 25 Teacher Collaboration 53 Professional Learning Feedback 43 Teaching and Learning - Evaluation Skills to measure impact 43 Teaching and Learning – Implementation Knowledge of HITS 36 Moderate assessment tasks together 18 Use of HITS 36 Teaching and Learning – Practice Improvement</p> | |

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| | Use a Pedagogical Model | 27 |
| 12 Month Target 2.3 | 20% of parents will attend both meetings. | |
| 12 Month Target 2.4 | N/A | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Evaluating impact on learning | Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning | No |
| KIS 2 Evidence-based high-impact teaching strategies | Develop a pedagogical framework for rigorous and challenging learning that meets the needs of students | No |
| KIS 3 Curriculum planning and assessment | Develop whole school scope and sequence documents that promote high quality teaching and learning across the curriculum | 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. | We have identified that there is significant work to be done to develop curriculum and programs for Literacy and Auslan. We acknowledge the variety of cohorts at the College, for example refugees (including late language learners), students with additional needs (for example global delay, ASD, Charge), and Koorie students. Approximately 96% of our students have some form of language deprivation. We have adopted and implemented a new pedagogy and we need to develop curriculum (especially school scope and sequence) to match our pedagogy to meet the learning needs of each cohort. | |
| Goal 3 | To improve and enrich deaf and hard of hearing students' engagement and well being | |
| 12 Month Target 3.1 | The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan. | |
| 12 Month Target 3.2 | 50% of students in Years 9 to 12 will have a successful community placement | |

| 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 | No |
| KIS 2 Empowering students and building school pride | Build teacher understanding and capacity to promote student voice, agency and leadership | No |
| KIS 3 Health and wellbeing | Support and provide opportunities for all students to develop deaf life skill | Yes |
| KIS 4 Building communities | Build community partnerships | 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. | <p>It is important to develop deaf students' life skills first before they can build confidence, resilience and independence. This is directly related to the Student Transport Review.</p> <p>Approximately 96% of our students are born to hearing families with no knowledge or communication skills to effectively communicate with their Deaf children. This is an important part for us to build community partnerships with parents, family members, and community members outside school. We now have two new roles at our College, (Pathways Coordinator & Community Liaison Officer) to coordinate this and support the goals in relation to community partnerships.</p> | |