

2020 ANNUAL IMPLEMENTATION PLAN MID-YEAR MONITORING

Schools can use the simplified template below in place of the usual AIP mid-year monitoring process.

This template will support schools identify (i) learnings from the implementation of remote and flexible learning during Term 2, and (ii) the extent to which planned priorities of the 2020 AIP were able to be progressed.

Step 1 – gather feedback

Where possible and practicable, School Improvement Teams (SITs) are encouraged to seek feedback and input from the wider school community to support the completion of mid-year monitoring. This could be via:

- A text message to parents or carers seeking feedback via email
- An online or paper survey sent to staff, students and families
- Reflections gathered from staff via faculty, year-level or whole-staff meetings conducted via video- or tele-conferencing technology

Step 2 – Complete monitoring with the SIT

Following collation of feedback and insights, SITs complete the template below. To support a collaborative approach key points could be established during a SIT meeting and then circulated for feedback or edited collaboratively online.

Step 3 – Upload to SPOT by Friday 24 July

Once feedback has been collated and the template has been finalised, the completed template should be shared with staff, the school council, the Senior Education Improvement Leader, and uploaded to the Strategic Planning Online Tool (SPOT) on the 2020 AIP 'Review and endorse' tab.

	Teaching and Learning	Health, Wellbeing and Engagement
<p>Key areas of focus for the transition to remote and flexible learning</p> <p><i>What were the school's key areas of focus across Teaching and Learning and Health and Wellbeing to support the transition to remote learning?</i></p>	<p>The key areas of focus remained the students Individual Learning Plan which consists of 5 foundation curriculum goals that support the students' development of social communication and adaptive behaviour skills. The teachers developed individual home learning plans that supported the transition to remote learning by adapting strategies and activities to the context of home learning. The primary focus was to collaborate with the child's family to discuss and develop the plan to meet the needs of each child under the COVID-19 state of emergency. Each child was provided with the physical and/or technological resources to enable them to access learning remotely.</p>	<p>In response to the move to remote and flexible learning, the school placed staff and student health as the central priority.</p> <p>This was reflected in considerations around the physical environment (both onsite and for staff working remotely) as well as the mental health and wellbeing of all staff and students.</p> <p>Throughout the remote and flexible learning process, the school emphasised collaboration and consultation through distributed crisis response teams that were able to respond to emerging and ongoing issues rather than a focus on a top-down leadership approach.</p>
<p>Reflection on the implementation of remote and flexible learning</p> <p><i>How did the school implement a program of remote and flexible learning, and how effective was it? In particular, which students seem to have benefited from the remote and flexible environment? What were the results of increased interactions with families/carers?</i></p>	<p>The school worked through a staged process of supports. Stage 1 consisted of SSGs with families around an adapted ILP focused on translating student goals to a home-learning environment and inclusive of any additional learning priorities.</p> <p>Following feedback from families, stage 2 included an increased focus on video conferencing and direct contact between teachers, families and students. Stage 2 also included an increased focus on student Victorian Curriculum goals. Families received regular fortnightly learning packs & resources to scaffold their child's learning at home</p> <p>Feedback from families and staff highlighted deepened understanding of the translation of learning to home, and the value and importance of collaborative partnerships between families and school and results from the school parent survey confirmed how well most families felt that their child's teaching team valued their contribution to the home learning program.</p>	<p>The school worked closely with internal and external stakeholders including the allied health team, parent linkages worker, SSS and additional regional resources, to identify and build supports around at-risk students.</p> <p>As part of this, the school created an onsite supervision program, through a consultative process, and principal class staff had ongoing direct contact with families regarding student attendance.</p> <p>Communication with students and families was ongoing, and programs were adapted to support the individual needs and circumstances of families.</p> <p>Throughout the remote and flexible learning process, the school emphasised collaboration and consultation. Examples of this include distributed crisis response teams, and ongoing surveying of staff.</p> <p>Parent feedback about the period of remote learning was that the school wide focus on communication was a positive aspect of the program for most families.</p>
<p>Professional collaboration to support remote and flexible learning</p> <p><i>How effectively were you able to support professional collaboration within the school (including PLCs or PLTs), and/or across schools (including networks and Communities of Practice), to collectively problem-solve in relation to the above?</i></p>	<p>Working quickly to build staff competency with collaboration tools was a priority for the school, and a focus was given to the use of Webex, G-Suite and OneDrive. Technology teams at each campus researched the functionality of these alternatives and made learning resources available to staff.</p> <p>The school developed a comprehensive communication strategy to ensure channels of communication were cohesive and clear. These included weekly campus briefings, PLT-meetings, team meetings and campus update/wrap-up emails.</p> <p>Other school teams such as ES staff, executive and campus leadership teams also met regularly.</p> <p>The school continued to roll out a program of professional learning for all staff. The school therapy team and learning specialists developed and delivered high quality professional learning opportunities based on the remote learning context. The Autism Teaching Institute developed a blended program of learning for ES staff which included online learning and facilitated reflection sessions.</p> <p>The choice to focus on collaborative partnerships with families has been validated by feedback that we received from parents in the school home-learning survey. 96% of families surveyed agreed or strongly agreed with the statement 'My participation and contribution to the home learning plan was valued by my teaching team', and many families identified the availability of staff and regular communication as strengths of the program.</p>	<p>To respond rapidly to the challenges presented by Covid-19, the school worked through an intervention response plan. Distributed leadership teams were formed to focus on different areas of work including physical environment, technology people and teaching and learning. These teams included staff from a range of roles as well as the OH&S committee and campus consultative committees.</p> <p>The physical environment team worked to develop clear safety protocols for the onsite learning program, ensure adequate provision of personal protective equipment, and to communicate all changes to staff. They also prioritised safety for staff working from home and created opportunities for staff to debrief and gain advice around maintaining positive wellbeing.</p> <p>The people team worked to set up processes around staff working onsite and those working remotely, and to consult widely regarding any changes to staff working conditions.</p> <p>The technology teams at each campus identified priority tools for school staff to use in the remote teaching program and developed professional learning and resources around these tools. Work was also done to develop and distribute low-tech resources such as communication supports to those students who needed them.</p> <p>In addition to these teams, the school worked closely with external and internal supports including the parent linkages worker, speech and occupational therapists, regional students support services and the Principal's Association of Special Schools.</p>
<p>Alignment with the 2020 AIP</p>	<p>In many areas, the shift to a remote and flexible learning program aligned with the learning focuses of the AIP.</p>	<p>The school AIP focus on building a supportive and inclusive learning environment continued to be at the centre of the school's work around wellbeing during the period of remote teaching and learning.</p>

To what extent did these areas of focus align with, or support, the KIS and Actions identified within the school's 2020 AIP? Were there things that needed to be added, subtracted or modified?

One focus for the school AIP and SSP is to further embed collaborative teaching practices across the school. As outlined above, collaboration was one of the key areas of focus over the period of remote teaching, and the school was innovative and responsive in how it developed collaborative tools and processes.

The school also continued to prioritise school-wide consistency of implementation of the teaching and learning framework and did so through consistent and clear communication of expectations, and through the work of the learning specialists in modelling exemplary practice across the school.

Another key priority from the school AIP is the focus on parents as co-educators, and the work over the period of remote learning was a step towards this. Teaching teams worked in partnerships with families to plan and deliver teaching programs for students according to their individual learning plans. Due to the constraints of the lockdown, it was also important to be responsive to changes in priorities for families, and to contextualise teaching according to the needs of individual family circumstances.

Teams of staff across the school, led by members of the school leadership team, worked to develop protocols, policies and processes aimed at keeping staff and students safe. This included partnerships with a range of external supports such as the EAP, SSS and PASS.

The program was inclusive of the diversity of student needs and family circumstances, and teachers continued to tailor their teaching to the specific needs of individual students. Wherever possible learning guidance & communication was translated for families into their home language.

Future planning

What were the key learnings from Terms 1 and 2? Are there implications for Terms 3 and 4? What may the school need to consider adjusting and/or adapting?

As part of the school return to onsite teaching and learning, staff and families have been provided with multiple opportunities for sharing feedback and learnings from the term. These will inform the work of the school going forwards in 2020 and beyond.

The school experience of remote teaching and learning has further validated the school philosophy, which puts individual student needs at the centre of teaching and learning. Maintaining a focus on student individual learning plans meant that teaching was relevant and responsive.

Another key area of learning for the school is in the use of technology, both as a mechanism for collaboration, but also as a direct teaching tool. The use of videoconferencing is something that staff and parents identified as a strength of the program. Going forwards, parents and staff have also indicated that they would like the school to continue to investigate and make use of digital tools for home-school communication.

Parent/teacher collaboration was the foundation of the remote and flexible learning program and continuing to build on the momentum of this period will be a key priority for the remainder of the year. Looking for opportunities to communicate more frequently with families and to deepen the collaborative partnerships with parents will be crucial going forwards.

Staff feedback from the period of remote learning has been that a key strength of the school approach was the focus on clear and timely communication. This was important both for ensuring staff were keeping up to date with a rapidly developing situation, but also for building community and celebrating student achievement. Building on this strengthened approach to communication will continue to be a priority for the school going forward.

Another key learning for the school was in the importance of explicitly prioritising staff and student wellbeing. The school surveyed onsite and offsite staff regarding wellbeing and created opportunities for school wide professional learning around topics relevant to staff health and safety. Building on this and keeping wellbeing a visible priority for the school will be important going forwards.

The experience of remote teaching and learning was also important for learning about the diversity of staff and student's home contexts, and the way that these affect their life at school. More work will need to be done for the school to understand the range of factors that impact on families working collaboratively with the school.