2021 Annual Implementation Plan

for improving student outcomes

Western Autistic School (5290)

Submitted for review by Adele Field (School Principal) on 06 May, 2021 at 11:26 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 07 May, 2021 at 03:37 PM
Endorsed by Sinead Bradley (School Council President) on 10 May, 2021 at 09:33 AM

Self-evaluation Summary - 2021

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding

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

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

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

Enter your reflective comments	2020 has raised challenges to almost every facet of our being. What it has also demonstrated is the critical importance of safeguarding a sense of belonging for all and the need for us to work collaboratively to ensure we continue to provide excellence in our practice. We recognise the importance of having consistent, stable communication methods and acknowledge that this year has shone a light on areas for improvement in this field. Families and staff provided feedback on systems such as communication books and emails and we will endeavour to research appropriate systems and resources that will enhance our connections to our families, whilst upholding the highest standards of integrity, dignity and consideration for our students. We take pride in the students' progress, recorded in our end of year reports. The exceptional achievements of the children reflect the staff's commitment to understanding each child, and their skills to assess, plan, teach and evaluate learning needs. Our students' success rests on the collaborative work of classroom teachers, school leaders, therapists and families. The lack of a ceiling on enrolments in the P-3 program continues to be a great challenge to the sustainability of our pedagogy. This impacts our ability to recruit staff and prepare classrooms as final enrolments cannot be determined until well into the new year. This increased workload and stress and raises fundamental pressure on the fidelity of our approach

	to collaborative teaching practices. We thank Peter Cronin for his consultancy with the leadership team and facilitation of school wide professional learning on the topic of build effective teams. The Autism Teaching Institute faced the challenge of adjusting to a remote learning model requiring replicating the most valued elements of the courses in a totally online format.
Considerations for 2021	2021 will be a year of consolidation, and an opportunity for us to build on the learning of this extraordinary year. One key priority will be our collaborative partnerships with students and families and working to ensure we build on the innovative practices developed in the context of remote learning. Alongside this we will continue our school-wide focus on student voice and agency, and work to deepen our understandings of how our students can be leaders in their own learning. We will work collectively to develop our expertise and understanding of our students, and of our evidence-based autism pedagogy, and ensure that all students are given opportunities to grow and to thrive. We will continue to work with the department on our enrolment policy in 2021 and develop a systemic program for growth for the following years. We are excited to have finalised arrangements for the de-amalgamation of the Laverton and Niddrie campuses. We are proud to congratulate Paige Davey for her appointment to the role as Principal of the new Niddrie Autistic School (interim name). Those of us at Laverton are excited by the continued opportunities for a great partnership between the two schools. We know that this will strengthen the position of both schools in the Victorian education system, and showcase the importance of a child-centred, strengths-based approach to education for our students. As leaders in this field, we will be well placed to facilitate growth in the system, aligned to the recent departmental announcements regarding inclusive education. We look forward to the opportunities this will also bring about to look at new and innovative ways to work with the communities of both schools, our networks and the education system which will continue to inform our direction moving forward.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve learning for each student
Target 2.1	1. By 2023, 100% of students will show improvement in their learning as evidenced by multiple data sources used across the school.
Target 2.2	By 2023, 75% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months, as measured by Teacher Judgement data of Victorian Curriculum areas Speaking and Listening and Personal and Social Capability. Additionally, 20% of prep and grade 1 students will achieve 3 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability. By 2023, 80% of students in grades 2 and 3 will achieve next-level growth in the same period, as measured by teacher judgement data of the Victorian Curriculum areas; Speaking and Listening and Personal and Social Capability. Additionally, 20% of grade 2 and 3 students will achieve 2 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.

	By 2023, 70% of students in prep and grade 1 students will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Victorian Curriculum areas Reading & Viewing and Writing. By 2023, 70% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Mathematics. By 2023, 75% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Victorian Curriculum areas Reading & Viewing and Writing. By 2023, 70% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Mathematics.
Key Improvement Strategy 2.a Building practice excellence	Improve school-wide consistency of implementation of the teaching and learning framework
Key Improvement Strategy 2.b Building practice excellence	Embed collaborative teaching practice
Key Improvement Strategy 2.c Strategic resource management	Align structures and resources to improve teaching and learning capabilities
Goal 3	Build student voice, leadership and agency
Target 3.1	By 2023, the percentages of endorsement in the School Staff Survey will increase for promote student ownership of learning goals, support growth and learning of whole student, and for focus learning on real-life problems as per the below yearly targets:

Niddrie

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Promote student ownership of learning goals	54.5%	56.5%	58.5%	60.5%	62.5%

Support growth and learning of whole student	81.8%	82.8%	83.8%	84.8%	85.8%
Focus learning on real-life problems	77.3%	78.3%	79.3%	80.3%	81.3%

Laverton:

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Promote student ownership of learning goals	57.4%	59.4%	61.4%	63.4%	65.4%
Support growth and learning of whole student	70.4%	73.4%	76.4%	79.4%	80.4%
Focus learning on real-life problems	75.9%	76.9%	77.9%	78.9%	79.9%

Target 3.2

By 2023, improve or maintain the percent endorsement in the Parent Opinion Survey for student voice and agency, stimulated learning and school connectedness as per the below yearly targets:

Niddrie:

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Student voice and agency	79%	80	81	82	83
Stimulating learning environment	82%	84	86	88	90
School connectedness	85%	87%	89%	91%	92%

Laverton

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Student voice and agency	77%	78%	80%	81%	83
Stimulating learning environment	87%	87%	88%	89%	90
School connectedness	94%	94%	94%	94%	94

Target 3.3	By 2023, for the school to have reduced the number of students with 20 or more absent days per year.

	2019	2020	2021	2023
Students with 20 or more absences	49%	48%	47%	46%

Key Improvement Strategy 3.a Empowering students and building school pride	Develop a shared understanding of student voice, leadership and agency

Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher capabilities to activate student agency

Goal 4	Increase student wellbeing

Target 4.1	By 2023, improve or maintain the percent endorsement on the Parent Opinion Survey in the Safety domain as per the below yearly targets:

Niddrie

Component	2019	2020	2021	2022	2023 Target

	74%	75%	76%	77%	78%
Managing bullying	74%	75%	76%	77%	78%
Non-experience of bullying	79%	79%	80%	80%	81%
Promoting positive behaviour	85%	85%	86%	86%	86%
Respect for diversity	89%	89%	90%	90%	90%

Laverton

Component	2019	2020	2021	2022	2023 Target
Managing bullying	73%	74%	75%	76%	77%
Non-experience of bullying	75%	76%	77%	78%	79%
Promoting positive behaviour	93%	93%	93%	93%	93%
Respect for diversity	94%	94%	94%	94%	94%

Target 4.2

By 2023, improve the percentage of endorsement on the staff survey for Staff safety and wellbeing module as per the below yearly targets

Niddrie

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Staff Safety and Wellbeing	49.7%	51.7%	53.7%	55.7%	57.7

Laverton

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Staff Safety and Wellbeing	49.2%	51.2%	53.2%	55.2%	57.2%

Target 4.3	For the school to improve upon the school based collection and analysis of student engagement and wellbeing data
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Build a positive and inclusive learning environment
Key Improvement Strategy 4.b Parents and carers as partners	Improve parent participation as co-educators in their children's learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning-Implementation module to 70%.
Improve learning for each student	No	1. By 2023, 100% of students will show improvement in their learning as evidenced by multiple data sources used across the school.	
		By 2023, 75% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months, as measured by Teacher Judgement data of Victorian Curriculum areas Speaking and Listening and Personal and Social Capability. Additionally, 20% of prep and grade 1 students will achieve 3 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability.	

		By 2023, 80% of students in grades 2 and 3 will achieve next-level growth in the same period, as measured by teacher judgement data of the Victorian Curriculum areas; Speaking and Listening and Personal and Social Capability. Additionally, 20% of grade 2 and 3 students will achieve 2 levels of growth in the same period in the areas of Speaking and Listening and Personal and Social Capability. By 2023, 70% of students in prep and grade 1 students will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Victorian Curriculum areas Reading & Viewing and Writing. By 2023, 70% of students in prep and grade 1 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Mathematics. By 2023, 75% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by Teacher Judgement data of Victorian Curriculum areas Reading & Viewing and Writing. By 2023, 70% of students in grades 2 and 3 will demonstrate next-level growth over a period of 24 months as measured by teacher judgement data of Mathematics.	
Build student voice, leadership and agency	No	By 2023, the percentages of endorsement in the School Staff Survey will increase for promote student ownership of learning goals, support growth and learning of whole student, and for focus learning on real-life problems as per the below yearly targets:	

Niddrie

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Promote student ownership of learning goals	54.5%	56.5%	58.5%	60.5%	62.5%
Support growth and learning of whole student	81.8%	82.8%	83.8%	84.8%	85.8%
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Laverton:

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Promote student ownership of learning goals	57.4%	59.4%	61.4%	63.4%	65.4%
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Focus learning on real-life problems	75.9%	76.9%	77.9%	78.9%	79.9%

By 2023, improve or maintain the percent endorsement in the Parent Opinion Survey for student voice and agency, stimulated learning and school connectedness as per the below yearly targets:

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Student voice and agency	77%	78%	80%	81%	83
Stimulating learning environment	87%	87%	88%	89%	90
School connectedness	94%	94%	94%	94%	94

By 2023, for the school to have reduced the number of students with 20 or more absent days per year.

	2019	2020	2021	2023
Students with 20 or more absences	49%	48%	47%	46%

Increase student wellbeing

No

By 2023, improve or maintain the percent endorsement on the Parent Opinion Survey in the Safety domain as per the below yearly targets:

Niddrie

Component	2019	2020	2021	2022	2023 Target
Managing bullying	74%	75%	76%	77%	78%
Non-experience of bullying	79%	79%	80%	80%	81%
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Laverton

Component	All Staff 2019	All Staff 2020	All Staff 2021	All Staff 2022	Target 2023
Staff Safety and Wellbeing	49.2%	51.2%	53.2%	55.2%	57.2%

For the school to improve upon the school based collection and analysis of student engagement and wellbeing data

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning- Implementation module to 70%.
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Improve the percent endorsement on the Staff Opinion Survey for the Staff Safety and Wellbeing module to 53% and increase the overall percent endorsement in the Teaching and Learning- Implementation module to 70%.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Maintain PLC structures to support teacher collaboration and reflection to strengthen teaching practice. Consolidate framework for individual student conferencing with teaching teams to strengthen the evaluation and planning for ILPs and assessment of student learning outcomes.
Outcomes	Teachers will confidently and accurately identify student learning needs of their individual students. PLCs will meet to engage in reflective practice, evaluate and plan ILPs and assessments.
Success Indicators	Classroom observations and learning walks demonstrating take up of professional learning strategies. Progress against Individual Learning Plans.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Individual student conferences facilitated by a member of leadership, for at least 3 students, across 2-3 conferences, per term.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$9,254.88 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority

Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. School-wide professional learning, including a PLC focus, on building an understanding of individual students and improving student wellbeing. Build relationships and engage with families of at-risk students.
Outcomes	Teachers will model and are consistent in agreed routines. Leaders will strengthen engagement with regional and external support agencies. At-risk students will be identified and receive targeted support in a timely manner. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.
Success Indicators	Classroom and peer observations. Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. Teacher reports of wellbeing concerns.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Peter Vermeulen- Context Blindess/ School Inclusion	☑ All Staff	☑ PLP Priority	from: Term 3 to: Term 3	$1,481.60 ☐ Equity funding will be used
Peter Vermeulen- A happy and fulfilled life with autism: what we can learn from the success stories? (School community)	☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 3	$740.79 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	Strengthen and embed the school-wide approach to communication with families, incorporating the new ways in which our school connected during remote and flexible learning. Build intercultural awareness through school celebrations of our diverse school community. Plan for school facilities and grounds works that will mean our school is a great place to learn. Build student representation on decision-making councils regarding the upgrade of facilities and resources.
Outcomes	Leaders will prioritise time for staff to communicate and build relations with families. Teachers will have strong relationships with students and their families. Students and families will feel as though they belong and are seen. All students will be connected to resources and learning opportunities.
Success Indicators	Percent endorsement on Parent Opinion Survey and Staff Opinion Survey for relevant components aligned to School Connectedness. Attendance. Frequency of communications with families Number of referrals, documented outcomes of student referral meetings.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Allocation of time for teachers to facilitate the design and implementation of Parent Network meetings, and community events	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Employment of Parent Linkages worker to enhance school- family connections	☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 4	$47,335.20 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$47,335.20	$47,335.20
Additional Equity funding	$0.00	$0.00
Grand Total	**$47,335.20**	**$47,335.20**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Employment of Parent Linkages worker to enhance school- family connections	from: Term 2 to: Term 4	☑ School-based staffing	$47,335.20	$47,335.20
Totals			**$47,335.20**	**$47,335.20**

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Individual student conferences facilitated by a member of leadership, for at least 3 students, across 2-3 conferences, per term.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site
Peter Vermeulen- Context Blindess/ School Inclusion	☑ All Staff	from: Term 3 to: Term 3	☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants Peter Vermeulen- international expert	☑ Off-site Remote delivery, with facilitated on-site access to webinar.