

# 2024 Annual Implementation Plan

## for improving student outcomes

Port Phillip Specialist School (5145)



PORT PHILLIP  
Specialist School

Submitted for review by Anne O'Brien (School Principal) on 14 March, 2024 at 10:03 AM  
Endorsed by Rachel George (Senior Education Improvement Leader) on 14 March, 2024 at 09:51 PM  
Endorsed by Paul Grant (School Council President) on 19 March, 2024 at 12:14 PM

## Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
--	--	--

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Future planning</b>	SWPBS continues to be implemented across the school. Non Negotiables were identified for each classroom and learning space. Linked up with Anthony King who is supporting the team to determine next steps.
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning growth for all students	Yes	<p>By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 50% (2018) to 75%</li> <li>• Collaborate to scaffold student learning from 67% (2018) to 75%</li> <li>• Knowledge of High Impact Teaching Strategies from 67% (2018) to 75%</li> </ul>	In 2024 we will review the current guaranteed and viable numeracy curriculum through consultation and develop a guaranteed and viable curriculum that will be implemented during the current strategic plan.
		<p>By 2023, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> <li>• Positive Transitions from 79% (2018) to 85%</li> <li>• Special Needs from 79% (2018) to 90%</li> </ul>	By 2024 increase the percentage of positive endorsements in the parent opinion survey for the following factors: Positive Transitions to 85% Special Needs to 90%

Improve student outcomes in literacy and numeracy	No	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Speaking and Listening, as measured by the Victorian Curriculum.	
		Drafting note: please consider specifying a numerical benchmark By 2023, 85% students will demonstrate in-band or across-band learning gains in Numeracy, as measured by the Victorian Curriculum.	
		Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gains in Reading, as measured by the Victorian Curriculum.	
		By 2023, increase the percentage of positive endorsement in the School Staff Survey for the factors: <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 57% (2018) to 75%</li> <li>• Collective Efficacy from 61% (2018) to 75%</li> <li>• Academic Emphasis from 48% (2018) to 75%</li> </ul>	
To enhance the personal and social capabilities of students	Yes	Drafting note: please consider specifying a numerical benchmark By 2023, 85% of students will demonstrate in-band or across-band learning gain for Personal and Social Capabilities, as measured by the Victorian Curriculum.	By 2024 80% of students will achieve their independence and social skills IEP goals
		By 2023, increase the percentage of positive endorsement in the Staff Opinion Survey: Use student feedback to improve practice from 50% (2018) to 75%	By 2024 PPSS will achieve bonze school-wide PBS accreditation.

		<p>Drafting note: please consider additional targets re student voice and feedback to strengthen the measurement of this achievement of this goal</p> <p>Increase the percentage of positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 68 per cent in 2018 to 75 per cent in 2023</li> </ul>	By 2024 80% of students will have autonomy in their learning. This will be identified in the Staff and Parent opinion survey with 80% for student voice and agency.
--	--	---	---

<b>Goal 2</b>	<b>Maximise learning growth for all students</b>	
<b>12-month target 2.1</b>	In 2024 we will review the current guaranteed and viable numeracy curriculum through consultation and develop a guaranteed and viable curriculum that will be implemented during the current strategic plan.	
<b>12-month target 2.2</b>	By 2024 increase the percentage of positive endorsements in the parent opinion survey for the following factors: Positive Transitions to 85% Special Needs to 90%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Build a culture of teacher collaboration through the implementation of Professional Learning Communities	No
<b>KIS 2.b</b> Excellence in teaching and learning	Build teacher capability to use the High Impact Teaching Strategies	No
<b>KIS 2.c</b> Excellence in teaching and learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans	Yes

<p>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>	<p>Over the previous four years, the school has experienced a lot of change. Focusing on High Impact Teaching Strategies will benefit beginning teachers, experienced teachers, PLCs and School leaders to refine the school's model for teaching and learning ensuring our pedagogical approach that supports the school's vision. Focusing on HITS will allow non-negotiables to be in place such as setting clear learning intentions that will then flow down to the delivery of teaching and learning, assessment and reporting.</p>	
<p><b>Goal 4</b></p>	<p><b>To enhance the personal and social capabilities of students</b></p>	
<p><b>12-month target 4.1</b></p>	<p>By 2024 80% of students will achieve their independence and social skills IEP goals</p>	
<p><b>12-month target 4.2</b></p>	<p>By 2024 PPSS will achieve bronze school-wide PBS accreditation.</p>	
<p><b>12-month target 4.3</b></p>	<p>By 2024 80% of students will have autonomy in their learning. This will be identified in the Staff and Parent opinion survey with 80% for student voice and agency.</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 4.a</b> Positive climate for learning</p>	<p>Develop, embed, and sustain the School Wide Positive Behaviour Support Framework</p>	<p>Yes</p>
<p><b>KIS 4.b</b> Positive climate for learning</p>	<p>Build staff knowledge and understanding of student voice, agency, and leadership</p>	<p>No</p>
<p>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>	<p>Throughout the last Strategic Plan, the implementation of PBS strategies supported student voice and agency. A review of procedures identified the need for consistency across the school to ensure fidelity.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	Maximise learning growth for all students
<b>12-month target 1.1</b>	In 2024 we will review the current guaranteed and viable numeracy curriculum through consultation and develop a guaranteed and viable curriculum that will be implemented during the current strategic plan.
<b>12-month target 1.2</b>	By 2024 increase the percentage of positive endorsements in the parent opinion survey for the following factors: Positive Transitions to 85% Special Needs to 90%
<b>KIS 1.c</b> Evaluating impact on learning	Embed a whole-school approach to the development and assessment of Individual Learning Plans
<b>Actions</b>	Refine PPSS GVC for numeracy Build staff capacity to differentiate learning tasks in numeracy Create differentiated moderation tasks to collect data to inform future learning
<b>Outcomes</b>	Students will engage with the curriculum across a diverse range of settings and utilise functional experiences to consolidate their learning Students will access that is relevant and allows them opportunities to transfer knowledge to everyday situations Teachers will confidently and accurately identify student learning needs in the area of number and algebra and deliver appropriate interventions through differentiated teaching Teachers will participate in PLC's focusing on the implementation of GVC Leadership will support the Numeracy Learning Specialist to revise the GVC to ensure fidelity Leadership will ensure staff have the appropriate resources to implement the learning programs
<b>Success Indicators</b>	Increased collaborations leading to common language across all sub schools Assessments to determine each student's achievement and future learning. i.e. checklists, observations and continuum tracker Moderation tasks within PLC to inform teaching and learning that incorporates HITS Increased student engagement in learning tasks



Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Consultation within the SIT team to determine PPSS GVC in numeracy Consultation with the Special School community to determine the assessment and the collection of whole school data	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Focus on targeted student support through the implementation of HITS to enhance student engagement in the learning process.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00
Establish a PLC calendar to support the professional development and the implementation of the GVC PD Focus: Math's online PD for staff Formative and summative assessments	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
<b>Goal 3</b>	To enhance the personal and social capabilities of students			
<b>12-month target 3.1</b>	By 2024 80% of students will achieve their independence and social skills IEP goals			
<b>12-month target 3.2</b>	By 2024 PPSS will achieve bronze school-wide PBS accreditation.			
<b>12-month target 3.3</b>	By 2024 80% of students will have autonomy in their learning. This will be identified in the Staff and Parent opinion survey with 80% for student voice and agency.			
<b>KIS 3.a</b> Health and wellbeing	Develop, embed, and sustain the School Wide Positive Behaviour Support Framework			
<b>Actions</b>	Audit PPSS's current processes and review SWPBS against tier 1 supports for Bronze level Recognition expectations Establish a SWPBS PLC to establish protocols and procedures Conduct SWPBS meetings - agenda, minutes and roles and responsibilities to ensure communication and collaboration			

	exists Review teaching behavioural expectations for teachers and students to meet the bronze-level			
<b>Outcomes</b>	Students will demonstrate increased ability in engagement and learning outcomes Students will access sensory activities to support engagement with less prompting and support The teacher will implement tier 1 support in the classroom and across the school The teacher will implement effective practices aligned with Bronze-level accreditation. Leadership will monitor implementation and provide staff with systematic support to ensure staff can implement practices Leadership will set measurable and achievable targets for staff and students			
<b>Success Indicators</b>	Decrease in edusafe reports as a result of student dysregulation Enhanced positive student interaction to address and meet their sensory needs effectively through AAC or verbal communication Increase in student engagement in learning activities Increased achievement in IEP social and emotional goals			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Audit current processes and map against Bronze level accreditation	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Follow the PD schedule from the SWPBS initiative for implementation at school through PLT's	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reingage in the SWPBS initiative to determine steps required to ensure successful implementation of the SWPBS framework	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Complete a secondary audit to track progress against the implementation continuum Identify and implement future PD required for successful implementation of SWPBS	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,468.20	\$8,000.00	\$5,468.20
Disability Inclusion Tier 2 Funding	\$43,720.22	\$0.00	\$43,720.22
Schools Mental Health Fund and Menu	\$27,957.50	\$0.00	\$27,957.50
<b>Total</b>	<b>\$85,145.92</b>	<b>\$8,000.00</b>	<b>\$77,145.92</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Audit current processes and map against Bronze level accreditation	\$3,000.00
Follow the PD schedule from the SWPBS initiative for implementation at school through PLT's	\$10,000.00
Reingage in the SWPBS initiative to determine steps required to ensure successful implementation of the SWPBS framework	\$5,000.00
<b>Totals</b>	<b>\$18,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Audit current processes and map against Bronze level accreditation	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Reingage in the SWPBS initiative to determine steps required to ensure successful implementation of the SWPBS framework	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$8,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Audit current processes and map against Bronze level accreditation	from: Term 1 to: Term 4		
Follow the PD schedule from the SWPBS initiative for	from: Term 1		

implementation at school through PLT's	to: Term 4		
<b>Totals</b>		\$0.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Consultation within the SIT team to determine PPSS GVC in numeracy Consultation with the Special School community to determine the assessment and the collection of whole school data	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Focus on targeted student support through the implementation of HITS to enhance student engagement in the learning process.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish a PLC calendar to support the professional development and the implementation of the GVC PD Focus: Math's online PD for staff Formative and	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

summative assesments						
Audit current processes and map against Bronze level accreditation	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources SWPBS initiative <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Follow the PD schedule from the SWPBS initiative for implementation at school through PLT's	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources SWPBS Initiative	<input checked="" type="checkbox"/> On-site
Reingage in the SWPBS initiative to determine steps required to ensure successful implementation of the SWPBS framework	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Departmental resources SWPBS Initaiave <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site



			<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Complete a secondary audit to track progress against the implementation continuum Identify and implement future PD required for successful implementation of SWPBS	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site