

Annual Implementation Plan - 2022

Select Annual Goals and KIS

Southern Autistic School (5253)



Submitted for review by Julia Sadler (School Principal) on 21 February, 2022 at 02:44 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 21 February, 2022 at 06:03 PM
Endorsed by Rochelle Pettit (School Council President) on 24 February, 2022 at 09:20 AM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the overall attendance of students across the school with a 10% increase of students being absent 20 days or less.</p> <p>All students accessed against the Victorian curriculum levels A to D will sustain their existing level and or make 0.5 learning level progress in Mathematics strands - Number and Algebra & Measurement.</p>
To ensure learning growth and high quality educational outcomes for all students with focus on English and Mathematics	No	All students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years in English strands and Mathematics strands	

<p>For students to develop and display behaviours and attitudes that reflect the school values</p>	<p>Yes</p>	<p>By 2022 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to increase as follows:</p> <p>Safety domain</p> <ul style="list-style-type: none"> ● My child feels safe at school from 80 per cent in 2019 to 84 per cent <p>Student development domain</p> <ul style="list-style-type: none"> ● Student agency and voice from 66 per cent in 2019 to 70 per cent ● Confidence and resiliency skills from 81 per cent in 2019 to 85 per cent <p>Connection and progression domain</p> <ul style="list-style-type: none"> ● School Connectedness from 84 per cent in 2019 to 88 per cent ● Positive transitions from 69 per cent in 2019 to 73 per cent <p>SWPBS data will show reduction in both minor and major behaviours of concern over the life of this plan</p>	<p>Parent opinion survey demonstrates an increase by 3% in the domains of student confidence and student voice. Increase the school wide positive endorsement of of SOS demonstrating client and stakeholders interactions are at school level.</p>
<p>To develop the communication of all students to support interpersonal, social and personal capabilities</p>	<p>Yes</p>	<p>All students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years in:</p> <p>Health and Physical education</p>	<p>All students will sustain their existing level or make learning level progress across PSC as demonstrated through ABLES and tracking document.</p>

		<ul style="list-style-type: none"> • Communicating and Interacting for Health and Wellbeing <p>Personal and Social Capability Strands of</p> <ul style="list-style-type: none"> • Self-Awareness and Management • Social Awareness and Management 	
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Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>Increase the overall attendance of students across the school with a 10% increase of students being absent 20 days or less.</p> <p>All students accessed against the Victorian curriculum levels A to D will sustain their existing level and or make 0.5 learning level progress in Mathematics strands - Number and Algebra & Measurement.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2022.	
Goal 2	For students to develop and display behaviours and attitudes that reflect the school values	
12 Month Target 2.1	Parent opinion survey demonstrates an increase by 3% in the domains of student confidence and student voice. Increase the school wide positive endorsement of of SOS demonstrating client and stakeholders interactions are at school level.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build staff capacity to consistently implement the School-Wide Positive Behaviour Support framework	No
KIS 2 Empowering students and building school pride	Create and build student capacity and opportunities to have student voice, agency and leadership.	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.	Student Voice and Agency was a focus last year with the implementation of the SRC and a student on School Council. We need to further develop the engagement and authenticity of students voice in their learning, behaviours and in the goal setting, utilising adequate communication supports and the expertise of all teams.	
Goal 3	To develop the communication of all students to support interpersonal, social and personal capabilities	

12 Month Target 3.1	All students will sustain their existing level or make learning level progress across PSC as demonstrated through ABLES and tracking document.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Whole school consistent application of individualised communication strategies	Yes
KIS 2 Curriculum planning and assessment	Develop consistent curriculum delivery, assessment and reporting in the Victorian Curriculum Personal and Social Capability Strands	No
KIS 3 Curriculum planning and assessment	Develop for every student a communication profile that is embedded across all elements of the school day	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.	For students to be eligible for Southern Autistic School they have complex language needs with over 70% of our students being non verbal or requiring. Teaching students with complex communication needs requires significant support, structure and knowledge. Communication impacts on all other learning areas, well being and behaviour and as a school with significant needs with our specific cliental this continues to be a major focus.	