Mount Ommaney Special School

2012 Annual Implementation Plan & Budget Overview

	Key directions of the 2011 One Year Strategic Plan		Progress
	Improvement: Student Outcomes	All students will have an appropriate communication system.	Implemented
		Student communication progress will be benchmarked.	Implemented
		Staff will implement agreed upon school wide processes for collecting school wide data, class program data, unit data and individual student data.	Implemented
	Workforce Planning and Development	Engage in discussion relating to the Australian Curriculum with respect to its application for students with disabilities.	Ongoing
		Consolidate a whole school leadership team.	Implemented
	Staff Performance and Development	Develop a culture of continuous improvement.	Ongoing
		Create a culture of high expectations, setting high standards and challenging staff to achieve.	Ongoing

Key Priority Areas and Activities to be Undertaken in 2012 ***The 'United in Our Pursuit of Excellence' document is a reference source for this plan*** **https://oneportal.deta.qld.gov.au/EducationDelivery/Stateschooling/Pages/Unitedinourpursuitofexcellence.aspx**	**Specific Resources Required**	**Data Used to measure outcome**	**Underlying Action Plans containing details of implementation**
School Community and Partnerships High levels of student, parent, staff and broader school community confidence in the school's performance and achievement			

• Establish a Parent Support Program through *My Time*, funded by Playgroup Australia.
• Establish a sustainable and curriculum focussed drama program in every classroom through our ongoing partnership with *The Song Room* funded through NAB Schools First Award for 2012.
• Build and maintain partnerships between the Early Childhood Development Program (ECDP) and relevant community groups (e.g. AEIOU, Local Childcare Facilities, Local Primary Schools) to:
  o Support the early identification of students with support needs.
  o Align the delivery of curriculum programs.
  o Support transition processes for students.
• Improve communication strategies with parents and the community through enhancement of the school website and the implementation of an SMS communication software.
• Develop sustainable relationships with local service groups (e.g. Rotary and Lions).
• Expand the range of links between families and post school service providers beyond including and beyond *Multicap.*
	Playgroup Aus Funding
	NAB School First Grant: $50 000
		SOS Results: S157
		
		SOS Results: S164, S184
		
		SOS Results: S122
			Song Room Action Plan

School Curriculum Consistent curriculum, planning and implementation to improve learning			
Core Priorities			
Reading/ Communication			
• Implement the revised *Whole School Literacy and Communication Framework*. • All new students (P-12 in the ECDP or school) to have a communication profile completed within the first semester of their enrolment. • Bench mark reading levels for students as appropriate.		SOS Results: S107 % of student with comm. Profile / reading benchmark	Whole School Literacy and Communication Framework.
Numeracy			
• Revise the existing *Whole School Numeracy Framework.* • Investigate an appropriate numeracy profile for all students across the campus in the ECDP and school.		SOS Results: S106 % of students with Numeracy Profile	Draft Whole School Numeracy Framework
Intensive Interaction			
• Investigate links between *Australian Curriculum* (Progressing to Foundation levels) and Intensive Interaction program. • Explore links with an Intensive Interaction coach / mentor. • Establish an Intensive Interaction team within the school.		SOS Results: S115, S120, S124	Intensive Interaction Toolkit.
Closing the Gap – outcomes and attendance of indigenous and non-indigenous students			
• Identify and create links with local indigenous elders and community leaders. • Prioritise professional development for teachers in *'Crossing Cultures'* and *'Hidden Histories'*. • Using an appropriate Alternative Augmentative Communication strategy, give indigenous students, in collaboration with their parents, the opportunity to perform an acknowledgement of country at school assemblies and gatherings. • Develop the school environment to reflect the diverse range of cultures within the school community.		% of staff participation in PD activities.	EATSIPS Implementation Plan

Retention, Attainment and Transition of Students			
• Maintain high levels of retention of students to at least 24 semesters. • Strengthen existing transition for students to appropriate post school options through the Senior School team. • Strengthen existing transition processes for students moving from the ECDP to the school through the Early Years program and flexible staffing arrangements between the two programs.		Attendance data SOS Results: S122	
Planning for Whole School Curriculum Implementation			
• Establish the *Head of Curriculum* position, and create links to existing HOC networks. • Teachers will trial C2C units of work, differentiating them to meet the individual needs of their class. • Participation in curriculum projects and continued membership with Special Education Curriculum Cluster (*SECC*). • All students will have a central storage space (e.g. folder) that contains specified assessment data. • Revise and implement *Whole School Curriculum Framework.* • Consult with teachers to develop a distinctive assessment period within the school calendar.	Workplace reform to convert 0.6 teacher FTE into 0.4 HOC.	SOS Results: S115, S120, S122, S124 % of students with assessment 'folder'	Whole School Curriculum Framework
Response to Teaching and Learning Audits			
• Targeted staff to lead improvement agenda and key initiatives. • Continue to strengthen and develop systems to collect and analyse student learning data at a whole school and individual level. • Implement formal feedback and coaching processes for teachers. • Implement a collaborative approach to the development of homogeneous class groups with a targeted pedagogical focus.		SOS Results: S023, S024, S025	Response to Teaching and Learning Audit
Planning for Improvement			
• Professional development funding and application processes will align to school priorities. • Align the school budget with identified school priorities and create transparent processes around the management of cost centres and sub cost centres.		SOS Results: S025, S076 SOS Results: S021	Budget Overview Report

Teaching Practice High quality teaching focused on the achievement of every student			
High Quality Teaching Practices			
• Establish a teaching team to implement Intensive Interaction pedagogy. • Establish an Early Years program across the ECDP and P/1 class groups. • Establish a feedback culture across all staff through a range of collegial feedback opportunities. • Introduce Positive Behaviour Support Team to support teachers through a multidisciplinary, collaborative approach promoting the development of individual plans and least restrictive practices.		SOS Results: S102, S104, S109 SOS Results: S023, S024, S025	
Collaborative Practices			
• Implement focussed teaching teams (Early Years, Middle Phase, Intensive Interaction and Senior School) to promote collaborative planning, moderation and assessment practices and collegial support. • Develop Leadership Density by targeting individual teachers and staff to lead identified school priorities.		SOS Results: S006, S007, S013	
Consistent Pedagogical Practice			

• Teaching teams collaboratively participate in planning sessions and moderation activities.
• HOC to ensure consistent use of :
  o Whole school planning documents and the implementation of units of work
  o Assessment practices.
  o Implementation of Australian Curriculum.
  o Guide to making judgements.
• Within the Early Years program (ECDP – P/1) implement pedagogical practices consistent with a play- based, non-restrictive philosophy.
		Minutes from team meetings	

Evidence-based decision-making			
• Student learning data to be used to create class groupings and differentiate methods of pedagogical practice. • Continue to use data to drive key decision making (e.g. behaviour data used to inform a.m. bus set down processes, communication profile data used to form class groups).		Staff meeting minutes	

Principal Leadership and school capability Instructional leadership with an unrelenting focus on improvement. Refer to https://oneportal.deta.qld.gov.au/Services/HumanResources/CapabilityDevelopment/PrincipalInductionAndResources/IntellectualLeadership/StrategicPicture/Pages/EQPrincipalsCapabilityandLeadershipFramework.aspx			
Instructional leadership			
• Principal to make three purposeful visits to class groups each week to engage in planned learning activities and provide meaningful feedback to teachers. • Implement and review 360º feedback process.		Principal Feedback	Principal Performance and Development Plan
Developing Workforce Performance			
• All staff will have a Developing Performance Framework Plan • All teachers will engage in regular feedback opportunities (at least three per term). • Implement staff wellbeing program. • Building teacher aide capacity through targeted professional development activities selected through teacher aides survey data. • Participating in the National Partnerships: Special Education, Teacher Education Centre of Excellence Program by support two Teacher mentors.	Smart Moves for Staff Grant WPR conversion of Flexible SFD for staff development.	% of staff with current DPF plan Teacher aide PD data	School DPF Overview Smart Moves for Staff Action Plan

Additional emerging local school priorities	**Specific Resources Required**	**Data Used to Measure Outcomes**	**Underlying Action Plan containing details of implementation**
• Song Room program: o Establish a sustainable and curriculum focussed drama program in every classroom through our ongoing partnership with The Song Room. o To produce an educational documentary that informs and inspires other educators demonstrating how our students are engaged in education through a tailored drama program. o To produce a digital school performance that provides students with the opportunity to showcase their achievements to the broader school community.	$50, 000 NAB Schools First Grant	Student reports Documentary production	Song Room Action Plan

• Develop whole school planning for process and structure changes to contend with anticipated growth: o Facilities. o HR requirements. o Curriculum and Pedagogy. o Organisational structures. o Leadership model.		Leadership Team meeting minutes	
• P&C annual priorities o Standard projector and screen in multimedia home (to allow the interactive whiteboard to move to a classroom). o Air-condition the multi-purpose room. o Develop school dress code / introduction of new school uniform.		SOS Results: S159	
• Continue to promote a collaborative whole school approach across the school and the ECDP.		SOS Results: S016, S007	

Financial Statement attached including

The Annual Financial Report 2011
The Budget Overview Report for 2012

CERTIFICATION

This Operational Plan was developed in consultation with the school community.

Ric Day Principal 28 / 2 / 2012	Sondra Vandeleur P&C President 28/ 2/ 2012	Peter Blatch Assistant Regional Director Metropolitan Region 5 / 3 / 2012

School Improvement Targets 2011 to 2015

Mount Ommaney State Special School

Performance Indicator	Regional Aspirational Target	Dimensions of Measure		Current performance				Targets			
				2008	2009	2010	2011	2012	2013	2014	2015
NAPLAN - Percentage of students at or above National Minimum Standard	100% Eligible Students Above NMS	Year 3	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
		Year 5	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
		Year 7	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
NAPLAN - Percentage of students in the Upper 2 Bands of each domain.		Year 3	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
		Year 5	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
		Year 7	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Writing	NA	NA	NA	NA	NA	NA	NA	NA
			Spelling	NA	NA	NA	NA	NA	NA	NA	NA
			Grammar & Punctuation	NA	NA	NA	NA	NA	NA	NA	NA
	Annual increase		Numeracy	NA	NA	NA	NA	NA	NA	NA	NA

School Improvement Targets 2011 to 2015

Mount Ommaney State Special School

Performance Indicator	Regional Aspirational Target	Dimensions of Measure		Current performance				Targets			
				2008	2009	2010	2011	2012	2013	2014	2015
Participation and Achievement of Indigenous Students	Close the gap by 2012	The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	Reading	NA	NA	NA	NA	NA	NA	NA	NA
			Numeracy	NA	NA	NA	NA	NA	NA	NA	NA
	Close the gap in student attendance by 2013	The gap between Indigenous and non-Indigenous attendance rates.		15%	9%	22%	5%	3%	0%	0%	0%
Attendance of all students	An increase of 1% pa.	Average attendance rate for students		88%	89%	89%	91%	92%	93%	94%	95%
Satisfaction of Students, Parents and Staff	An increase of 1% pa	Percentage of students satisfied that they are getting a good education at school. (S110)		NA	NA	NA	NA	NA	NA	NA	NA
		Percentage of parents/caregivers satisfied that their child is getting a good education at school. (S109)		86%	91%	83%	91%	>92%	>92%	>92%	>92%
		Percentage of parents/caregivers satisfied with their child's school. (S100)		100%	100%	96%	100%	>95%	>95%	>95%	>95%
		Percentage of school workforce satisfaction with access to PD opportunities. (S025)		84%	56%	71%	83%	85%	86%	88%	90%
		Percentage of staff members satisfied with morale in the school. (a composite measure based on S016, S017, S018, S019 & S020)		93%	88%	95%	92%	93%	94%	95%	96%
Other	100% SWD have IEP goals			100%	100%	100%	100%	100%	100%	100%	100%
	100% SWD leave school with a QCIA or QCE			100%	100%	100%	100%	100%	100%	100%	100%