

# Bulleen Heights School

(autism spectrum disorder)

5009

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## Annual Implementation Plan 2009

(Based on Strategic Plan developed for 2007 – 2010)

### Bulleen Heights School



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<b>Endorsement by School Council</b>	Insertion of a tick (✓) in the next column indicates that the School Principal, as Executive Officer of the School Council, verifies that this Annual Implementation Plan was endorsed at a meeting of School Council.	✓
		Rose Walthers 25 <sup>th</sup> February, 2009
<b>Endorsement by Regional Network Leader</b>	Insertion of a tick (✓) in the next column indicates that the Regional Director (or nominee) has endorsed this Annual Implementation Plan	
		Mandy Dunn Regional Network Leader



# Strategic Intent

	Goals	Targets	One Year Targets
<b>Student Learning</b>	<ol style="list-style-type: none"> <li>To maximize student learning across the school in VELS Strands and their associated Domains of personal learning, interpersonal development, civics and citizenship, the humanities, information and communications technology and thinking.</li> <li>To maximize student achievements in the senior school.</li> </ol>	<ul style="list-style-type: none"> <li>Improved score in variable of curriculum coordination in staff opinion survey from 3.1 to 4.00 or above (from 52.4 to 80.00 or above on 100 point scale.)</li> <li>Assessment of student progress against documented domains.</li> <li>Individual Learning Plans will include realistic and challenging goals that are using current reporting format, in each of the specified domains.</li> <li>Integrating volunteer component in senior programs.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve a score of 3.8 (70 on 100 point scale) in the variable of curriculum coordination in staff opinion survey 2009.</li> <li>Reporting and assessment of ILP's will be evidence based in Maths and English domains. Evidence based assessment proforma will be completed by staff each semester.</li> <li>ICT will be integrated across the domains in department unit plans.</li> <li>Dept 4 programs will integrate volunteer staff in the implementation of student programs.</li> </ul>
<b>Student Engagement and Wellbeing</b>	<ol style="list-style-type: none"> <li>To provide a specialised and stimulation learning environment which focuses on student engagement and development.</li> </ol>	<ul style="list-style-type: none"> <li>Staff Opinion Survey indicators for Student Misbehaviour and Classroom Misbehaviour will show a decrease of at least ten percent.</li> <li>Parent Opinion Survey variables in School Climate, School Improvement, Approachability, General Satisfaction elements will demonstrate an increase of at least ten percent</li> </ul> <p>Strategic Plan Targets</p> <ul style="list-style-type: none"> <li>School Improvement 28% - 38%</li> <li>Approachability 39% - 49%</li> <li>General Satisfaction 28% - 38%</li> </ul> <ul style="list-style-type: none"> <li><i>Student Motivation</i> is a new target for 2009</li> </ul>	<ul style="list-style-type: none"> <li>Continued whole-school commitment to an understanding of complex behaviours, the impact of these behaviours on teaching and learning and the development of effective behaviour management approaches.</li> <li>To achieve a three percent decrease in the Student Misbehaviour rating in the Staff Opinion Survey.</li> <li>To achieve a three percent decrease in the variable of Classroom Misbehaviour in the Staff Opinion Survey.</li> </ul> <p>Targets as follows.</p> <ul style="list-style-type: none"> <li>School Improvement 30% to 33%</li> <li>Approachability 45% to 47%</li> <li>General Satisfaction 22% to 28%</li> </ul> <ul style="list-style-type: none"> <li>Staff Opinion Survey indicators for <i>Student Motivation</i> will show an increase of at least five percent.</li> </ul>

<p style="text-align: center;"><b>Student Pathways and Transitions</b></p>	<p>1. To expand access in inclusive pathways for all students.</p>	<ul style="list-style-type: none"> <li>• To increase the opportunities for the inclusion of adolescent students in secondary settings and broaden their pathways to post school options.</li>   <li>• The development of a package for successful secondary inclusion programs for use as a promotional tool targeting and identifying success.</li>   <li>• To maintain, further develop and build upon inclusive learning opportunities for our primary aged students.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to explore and develop opportunities for students with mainstream secondary students – e.g. sessional placements outdoor Ed, food technology, music, sport.</li> <li>• Secondary students from local schools included in special projects at/with Bulleen Heights.</li> <li>• Develop resources to suit various levels, to plan and participate in travel training/community access.</li> <li>• Increase opportunities for students to engage in inclusion in the community, vocational and tertiary programs.</li>   <li>• Explore programs in various secondary settings to see if elements can be used as part of our program with local schools.</li>   <li>• Increase inclusive learning opportunities for students in Manningham base rooms e.g. specialist programs.</li> </ul>
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# Implementation

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> <i>(the actions, activities and programs required to progress the key improvement strategies)</i>	<b>How</b> <i>(the resources, budget, equipment, IT, learning time, learning space)</i>	<b>Who</b> <i>(the individuals or teams responsible for implementation)</i>	<b>When</b> <i>(the date, week, month or term for completion)</i>	<b>Achievement Milestones</b> <i>(the changes in practice or behaviours)</i>
<p style="text-align: center;"><b>Student Learning</b></p> <p>1. Develop focused teaching and learning in the domain of The Humanities and ICT.</p> <p>2. Senior students will develop interpersonal development and personal learning skills.</p> <p>3. Curriculum development aligning planning, implementation and assessment in English and Mathematics and ICT.</p> <p>4. Electronic student portfolios will be investigated further.</p> <p>5. Sustain feedback culture to support staff in the achievement of high level instructional practice.</p>	<ul style="list-style-type: none"> <li>• Curriculum unit planners will include The Humanities and ICT.</li> <li>• Individual Learning plans and classroom practice will integrate The Humanities and ICT in classroom programs.</li> <li>• Volunteer staff will work with students and staff in senior programs.</li> <li>• Unit planner and assessment proforma.</li> <li>• Investigate use of digital storage to monitor student learning achievement</li> <li>• Teachers will develop teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Professional learning curriculum planning sessions,</li> <li>• Department meetings</li> <li>• Staff meetings</li> <li>• ICT meetings</li> <li>• Curriculum meetings</li> </ul> <p>Professional learning :</p> <ul style="list-style-type: none"> <li>• At department meetings</li> <li>• At curriculum meetings</li> <li>• For community members.</li> </ul> <ul style="list-style-type: none"> <li>• Unit planner to reflect type of assessment used.</li> <li>• Assessment proforma to be used to collect and collate assessment data.</li> </ul> <ul style="list-style-type: none"> <li>• Professional Learning at:</li> <li>• Curriculum meetings</li> <li>• ICT team meetings</li> <li>• Staff meetings</li> <li>• Department meetings</li> <li>• Teacher workshops</li> </ul> <ul style="list-style-type: none"> <li>• Collaborative teaching time with a colleague</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Curriculum facilitators</li> <li>• ICT team</li> <li>• School leaders</li> </ul> <ul style="list-style-type: none"> <li>• Department 4 teachers and students</li> <li>• Curriculum facilitators,</li> <li>• Community members</li> <li>• School leaders</li> </ul> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• School leaders</li> <li>• Curriculum facilitators</li> </ul> <ul style="list-style-type: none"> <li>• Curriculum facilitators</li> <li>• ICT Team</li> <li>• Teachers</li> <li>• Education support staff</li> <li>• School leaders</li> </ul> <ul style="list-style-type: none"> <li>• Teaching staff</li> <li>• Team leaders</li> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1 and 2, 2009</li> </ul> <ul style="list-style-type: none"> <li>• Semester 1 and 2, 2009</li> </ul> <ul style="list-style-type: none"> <li>• Unit planners-beginning of term 1 and 3</li> <li>• Assessment proformas collected end of term 2 and 4</li> <li>• Semester 1 and 2, 2009</li> </ul> <ul style="list-style-type: none"> <li>• Term 2 and 4, 2009</li> </ul> <ul style="list-style-type: none"> <li>• Ongoing 2009</li> </ul>	<ul style="list-style-type: none"> <li>• The Humanities and ICT will be incorporated into all department curriculum plans.</li> <li>• Staff will access school memory and resource library for planning and assessment and to share resources.</li> <li>• Senior students will demonstrate achievement of target goals on interpersonal development and personal learning.</li> <li>• Unit planners and assessment data will support achievement of student learning outcomes.</li> <li>• Assessment checklists to record data in English, Mathematics and ICT.</li> <li>• ICT is beginning to be used for and as assessment.</li> <li>• Identify type of portfolio.</li> <li>• Identify resources required.</li> <li>• Develop professional learning timeline.</li> <li>• Collaborative teaching will empower teaching staff to identify improvement in instructional teaching practice.</li> </ul>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> <i>(the actions, activities and programs required to progress the key improvement strategies)</i>	<b>How</b> <i>(the resources, budget, equipment, IT, learning time, learning space)</i>	<b>Who</b> <i>(the individuals or teams responsible for implementation)</i>	<b>When</b> <i>(the date, week, month or term for completion)</i>	<b>Achievement Milestones</b> <i>(the changes in practice or behaviours)</i>
<p style="text-align: center;"><b>Student Engagement and Well Being</b></p> <p>1. Continued whole-school commitment to an understanding of complex behaviours, the impact of these behaviours on teaching and learning and the development of effective behaviour management approaches.</p> <p>2. Strengthen relationships within the school community in particular, with families from non-English speaking backgrounds.</p> <p>3. Student <i>Motivation</i> will become a focus of significance within the school community.</p>	<ul style="list-style-type: none"> <li>• Emphasis on continuing professional learning as well of extension to the Collaborative Teaching Program.</li> <li>• Build-up of supporting documents in school memory under Behaviour Management file.</li> <li>• Creation and distribution of a school brochure regarding travel training.</li> <li>• Improve communications between school and parents.</li> <li>• Further understandings within our school community with regard to the elements of student motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops</li> <li>• Professional conversations</li> <li>• Encouraging staff to submit any documents or programs for inclusion onto the school memory.</li> <li>• Set up working party to inform school community of the importance of travel training.</li> <li>• Intranet to be promoted by greater reliance for communication.</li> <li>• Guidelines for communication books for both staff and parents</li> <li>• Professional learning and community engagement</li> </ul>	<ul style="list-style-type: none"> <li>• School leaders</li> <li>• Teachers</li> <li>• Multi-Disciplinary Team</li> <li>• Leading teachers to set up working party.</li> <li>• Leadership team to develop promotional strategies.</li> <li>• School leaders</li> <li>• Teachers</li> <li>• School leaders</li> <li>• Teachers</li> <li>• Education support staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing 2009</li> <li>• Ongoing 2009</li> <li>• End of semester 1</li> <li>• Ongoing 2009</li> <li>• End of semester 1</li> <li>• Ongoing 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in student behaviours that impede learning</li> <li>• Reduction in use of time-out</li> <li>• Reduction in relevant variables in Staff Opinion Survey</li> <li>• Increase in frequency of usage of school memory as a resource</li> <li>• Distribution of brochure throughout school community</li> <li>• Entry of guidelines into school memory</li> <li>• Heightened awareness and increased informed conversations regarding issues related student motivation</li> </ul>

<b>Key Improvement Strategies and Significant Projects</b>	<b>What</b> <i>(the actions, activities and programs required to progress the key improvement strategies)</i>	<b>How</b> <i>(the resources, budget, equipment, IT, learning time, learning space)</i>	<b>Who</b> <i>(the individuals or teams responsible for implementation)</i>	<b>When</b> <i>(the date, week, month or term for completion)</i>	<b>Achievement Milestones</b> <i>(the changes in practice or behaviours)</i>
<p align="center"><b>Student Pathways and Transitions</b></p> <p>1. Explore and develop opportunities for student inclusion in secondary settings for sessional placements.</p> <p>2. Develop opportunities for secondary students from local schools to be included in special projects at/with Bulleen Heights</p> <p>3. Develop opportunities for established rooms at Manningham Park to have increased inclusive sessions with main stream students.</p> <p>4. Explore programs in various secondary settings to see if elements can be used as part of our program with local schools</p>	<ul style="list-style-type: none"> <li>• Contact network schools for assistance.</li> <li>• Establish initial project with a local school.</li> <li>• Develop special project/s for joint partnership.</li> <li>• Increase opportunities by developing specialist programs for base room students and Manningham Park students.</li> <li>• Contact various secondary schools outside network with established inclusive learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal Class Officers networking and strategic planning</li> <li>• Seek funding for joint project / community based</li> <li>• Art lessons (BHS staff x2)</li> <li>• Physical Education lessons (BHS staff x 2)</li> <li>• Principal contacts</li> <li>• Inclusive learning teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant principals</li> <li>• Department 3 and 4 team leaders</li> <li>• Inclusive Learning Coordinator</li> <li>• Principal</li> <li>• Assistant principals</li> <li>• Department 3 and 4 team leaders</li> <li>• Specialist team leader</li> <li>• Inclusive learning coordinator</li> <li>• Principal class officers</li> <li>• Department 2 and 3 team leaders</li> <li>• Specialist team leader</li> <li>• Principal</li> <li>• Assistant principals</li> <li>• Department 3 and 4 team leaders</li> <li>• Inclusive learning coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Network meeting in term 1</li> <li>• Ongoing throughout the year</li> <li>• Develop Semester 1 for implementation and evaluation during semester 2</li> <li>• Establish term 1</li> <li>• Review each term</li> <li>• Ongoing 2009</li> <li>• Ongoing throughout term 1 to 3</li> <li>• Collation of information during term 4</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for sessional placements established.</li> <li>• Involvement in specific joint project with another secondary school.</li> <li>• Successful establishment of joint specialist session which include MPPS students and Bulleen Heights students.</li> <li>• Information collated and recommendations made for 2010</li> </ul>

	<b>What</b> <i>(the actions, activities and programs required to progress the key improvement strategies)</i>	<b>How</b> <i>(the resources, budget, equipment, IT, learning time, learning space)</i>	<b>Who</b> <i>(the individuals or teams responsible for implementation)</i>	<b>When</b> <i>(the date, week, month or term for completion)</i>	<b>Achievement Milestones</b> <i>(the changes in practice or behaviours)</i>
<p style="text-align: center;"><b>Additional School Specific Improvement Areas and Significant Projects</b></p>	1. Capture Bulleen Heights School Memory using the Sustainable Excellence Model.	<ul style="list-style-type: none"> <li>Continue to update, revise and information map policies for consistency and currency</li> <li>Capture and document processes to minimise variability and improve efficiency</li> <li>Capture supporting documentation of processes e.g. forms, standard letters, templates</li> </ul>	<ul style="list-style-type: none"> <li>Rob and Allan Palmer</li> <li>Principal class officers</li> <li>School leaders</li> </ul>	<ul style="list-style-type: none"> <li>By the end of 2009</li> </ul>	<ul style="list-style-type: none"> <li>All staff are introduced to School Corporate Memory elements and are confident in identifying where documentation is stored Allocation of ownership of policies and processes and maintenance of up to date</li> </ul>
	2. Bulleen Heights School Community Building Project for a school library.	<ul style="list-style-type: none"> <li>Submission for funds under 'Building the Education Revolution' project</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow Dream Team</li> <li>Principal</li> <li>School council</li> <li>Project manager</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2009</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of maximum funding entitlement Building commenced</li> </ul>
	3. Introduction of Interactive LCDs in ten teaching areas to facilitate enhanced teaching and learning.	<ul style="list-style-type: none"> <li>Budget \$30,000</li> </ul>	<ul style="list-style-type: none"> <li>ICT Team</li> <li>School leaders</li> <li>Classroom teachers</li> </ul>	<ul style="list-style-type: none"> <li>End of semester 1</li> </ul>	<ul style="list-style-type: none"> <li>Open classrooms where interactive LCDs are being used Teachers committed to ICT being an integral part of teaching and learning.</li> </ul>
	4. Strategic, big picture planning in relation to extending to a second campus.	<ul style="list-style-type: none"> <li>Research suitable sites and funding resources</li> </ul>	<ul style="list-style-type: none"> <li>Regional network leader</li> <li>DEECD and EMR staff as required</li> <li>Principal</li> <li>School leaders</li> <li>Other staff as required</li> <li>School Council</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing 2009</li> </ul>	<ul style="list-style-type: none"> <li>Commitment and support for this concept from DEECD and EMR.</li> </ul>