**Annual Implementation Plan - 2024**

**Select annual goals and KIS**

Baringa Special School (5079)



Submitted for review by Kelly Mether (School Principal) on 21 December, 2023 at 11:30 AM  
Endorsed by Tamina Taylor (Senior Education Improvement Leader) on 21 December, 2023 at 11:50 AM  
Awaiting endorsement by School Council President

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal** 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. | No | Support for the priorities |  |
| To improve student outcomes with a focus on literacy. | Yes | By 2026, increase the proportion of students meeting the Reading goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. | By the end of 2024, the proportion of students meeting the reading goals in their ILP will increase from 70% to 73%. |
| By 2026, increase the proportion of students meeting the Writing goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. | By the end of 2024, the proportion of students meeting their Writing goals in their ILP will increase from 70% to 73%. |
| By 2026, increase the proportion of students meeting the Speaking and Listening goals for each year of the ILP from 70% in semester 1 of 2022 to 80%. | Does not align with main focus for 2024. |
| By 2026, improve the percentage positive endorsement on the School Staff survey in:   * the Teaching and learning planning module from 72% in 2021 to 80% * the Teaching and learning evaluation module from 70% in 2021 to 77% * the Instructional leadership factor from 65% in 2021 to 75% | Does not align with main focus for 2024. |
| To improve students’ independence. | Yes | By 2026, increase the following factors on the Attitudes to School Survey (AtoSS):   * Emotional awareness and regulation from 80% in 2021 to 85% * Sense of confidence from 85% in 2021 to 90% | Does not align with main focus for 2024. |
| By 2026 in the SWPBS data:   * Proportion of students who had referrals for additional support at Tier 1 to be 80%. Baseline data in 2021 was 75% * Proportion of students who had referrals for additional support at Tier 2 to be 15%. Baseline data in 2021 was 20% | By the end of 2024, the proportion of students who had referrals for additional support at Tier 2 will be 15%. |
| By 2026, improve the percentage positive responses on the School Staff Survey in the Applicability of professional learning factor from 64% in 2019 to 70%. | Does not align with main focus for 2024. |
| By 2026, improve the percentage positive responses on the Parent Opinion Survey for the measure Overall student development from 77% in 2021 to 83%. | Does not align with main focus for 2024. |
| By 2026, improve the proportion of students participating in community–based post–school preparative programs from 80% in 2021 to 85% for students whose attendance was at or above 85%. | By the end of 2024, the proportion of students participating in community based post school preparative programs will increase from 80% to 82%. |

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| **Goal 2** | **To improve student outcomes with a focus on literacy.** | |
| 12-month target 2.1-month target | By the end of 2024, the proportion of students meeting the reading goals in their ILP will increase from 70% to 73%. | |
| 12-month target 2.2-month target | By the end of 2024, the proportion of students meeting their Writing goals in their ILP will increase from 70% to 73%. | |
| 12-month target 2.3-month target | Does not align with main focus for 2024. | |
| 12-month target 2.4-month target | Does not align with main focus for 2024. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Teaching and learning | Develop document and implement an evidence–based whole school approach to literacy with an initial focus on writing | Yes |
| **KIS 2.b**  Teaching and learning | Deepen the capacity of all teaching staff to use data to inform their teaching and to assess effectiveness of their practice. | No |
| **KIS 2.c**  Leadership | Develop the capabilities and skills of leaders to support school improvement including the implementation of the whole school approach to literacy. | No |
| 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. | This KIS is a focus for 2024 as it follows on from the work we have done in 2023 on on writing. We currently have a decided literacy leader to support this KIS, and have added another learning specialist to the curriculum team to resource the actions required to achieve this KIS. Since the roll out of the MultiLit program in 2021, we have seen an improvement in reading data across the school, and now see a need to invest time and resources in ensuring our writing program is as efficient in increasing student outcomes. Research says that literacy is the biggest indicator in post school success for students with disabilities, hence this being a primary focus across the school. | |
| **Goal 3** | **To improve students’ independence.** | |
| 12-month target 3.1-month target | Does not align with main focus for 2024. | |
| 12-month target 3.2-month target | By the end of 2024, the proportion of students who had referrals for additional support at Tier 2 will be 15%. | |
| 12-month target 3.3-month target | Does not align with main focus for 2024. | |
| 12-month target 3.4-month target | Does not align with main focus for 2024. | |
| 12-month target 3.5-month target | By the end of 2024, the proportion of students participating in community based post school preparative programs will increase from 80% to 82%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Teaching and learning | To develop, document and implement a whole school approach to the teaching of functional life skills related to the curriculum. | Yes |
| **KIS 3.b**  Engagement | To develop and consistently implement Tier 1 and 2 SWPBS interventions throughout the school. | Yes |
| **KIS 3.c**  Leadership | To develop and embed the requisite skills in staff, contextualised to the school in terms of student behaviour and teaching strategies. | No |
| 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. | During the 2022 school review, the panel identified the need to audit the schools functional life skills programs, with the intention of formalising the program to ensure consistency across the school and improving post school outcomes for our students. We have selected KIS 3.1 as we need to start the process of establishing current practice as a baseline. In 2024 we are prioritising the resources to invest time in investigating current practice as well as beginning to develop a Senior School Applied Learning Curriculum.   In 2023, due to time constraints and resourcing issues our SWPBIS targets had to be revised. Despite this, we still made solid progress toward them. KIS 3.b has been selected for 2024, as we plan to continue to work towards our PBIS targets, with a focus on establishing effective PBIS teaching and learning practices throughout the school. Our Tier 2 referral data performed strongly in 2023, with students sitting in our tier two band reducing from 20% to 14%, surpassing our target of 18%. This has increased the number of students in our Tier 1 band, demonstrating that our universal school practices are successfully supporting the majority of our students. Whilst this data is incredibly positive, we feel there is more work to be done around consistency of practice in PBIS teaching and learning practices, in order to maintain this gain long term. | |