

Furlong Park School for Deaf Children

Part 1 – Goals and Targets

School Goals (from School Strategic Plan)	School Targets (from School Strategic Plan)
<p data-bbox="116 402 380 434">Student learning</p> <ul data-bbox="116 491 958 593" style="list-style-type: none"><li data-bbox="116 491 909 523">• To improve students' communication skills using Auslan and English.<li data-bbox="116 561 958 593">• To improve student learning outcomes English Literacy and Mathematics. <p data-bbox="116 785 663 817">Student engagement and wellbeing</p> <ul data-bbox="116 874 779 906" style="list-style-type: none"><li data-bbox="116 874 779 906">• To improve the ability of students to be personal learners. <p data-bbox="116 1184 640 1216">Student pathways and transitions</p> <ul data-bbox="116 1273 801 1305" style="list-style-type: none"><li data-bbox="116 1273 801 1305">• To improve student transition throughout their school years.	<p data-bbox="1057 402 1321 434">Student learning</p> <ul data-bbox="1057 450 1975 785" style="list-style-type: none"><li data-bbox="1057 450 1944 545">• 95% or more of students will achieve good or better progress as measured by the communication goals outlined in their individual educational plans and assessed by Auslan and Oral Language assessments.<li data-bbox="1057 587 1944 683">• 95% or more of students will achieve good or better progress as measured by the Literacy (reading and writing) and Mathematics goals outlined in their individual educational plans.<li data-bbox="1057 724 1975 785">• 10% or more of students will achieve very good progress having transferred their learning to other situations. <p data-bbox="1057 801 1603 833">Student engagement and wellbeing</p> <p data-bbox="1057 849 1603 880">The Staff Opinion Survey results will improve from:</p> <ul data-bbox="1057 912 1975 1152" style="list-style-type: none"><li data-bbox="1057 912 1541 944">• 49.7 to 70.0 for Student Decision-Making.<li data-bbox="1057 986 1482 1018">• 79.4 to 95.0 for Student Orientation.<li data-bbox="1057 1059 1975 1152">• 95% or more of students will achieve good or better progress as measured by the personal learning goals outlined in their individual educational plans and assessed against VELS personal learning or a specialist school scale. <p data-bbox="1057 1184 1581 1216">Student pathways and transitions</p> <ul data-bbox="1057 1232 1975 1407" style="list-style-type: none"><li data-bbox="1057 1232 1886 1295">• The Staff Opinion Survey results will improve from 71.1 to 85.0 for Goal Congruence<li data-bbox="1057 1343 1975 1407">• The Parent Opinion Survey results will increase from 5.93 to 6.50 for the Transition variable

Part 2 – 2008 Annual Implementation Plan

Key Improvement Strategies and Significant Projects	What the activities and programs required to progress the key improvement strategies	How the people, budget, equipment, IT, learning time, learning space	Who the individuals or teams responsible for implementation	When the date, week, month or term for completion	Achievement milestones the practice measures or lead indicators that describe success
Continue to develop a bilingual / bicultural culture amongst staff, students & parents to ensure the varied communication needs of all students are met.	<p>Adherence to agreed guidelines for communicating with deaf students: All teachers / staff to aim to use either English and Auslan equally to meet the needs of the students.</p> <p>Each team to develop a set of agreed operational statements (ie how we provided a bilingual education)</p> <p>Information sessions for parents to explain the operational statements used at Furlong Park</p>	<p>PD provided to all staff about Auslan Assessment</p> <p>Team meetings</p> <p>Whole school parent meeting or parent meetings within areas of school</p>	<p>Class teachers take part in professional learning relating to assessment and moderation both at whole school level and through a team approach.</p> <p>Teacher teams</p>	<p>Operational statements to be determined by the end of Term 1, 2008 and then implemented.</p> <p>Four information sessions to be held for parents, one per term, focussing on the communication needs of deaf and hearing impaired students.</p>	<p>Staff observed as using English and Auslan equally.</p> <p>Students observed modelling staff behaviour and using, where appropriate, both languages</p> <p>Both languages modelled and accepted equally. Speech and Language assessments and Auslan assessments as evidence of students' language acquisition and therefore access to both languages.</p>
Maintain a Performance & Development Culture	<p>Maintain a positive P&D Culture within the school.</p> <p>Focus on 'In-school PD'</p> <p>Identification of areas for further improvement.</p>	<p>Identification of improvement areas.</p> <p>Whole staff discussion and professional reflection in teams.</p> <p>Performance Review conversations</p>	<p>Leadership team</p> <p>Expert teacher team</p> <p>All staff</p>	Ongoing	<p>Teachers will moderate student achievement in teams providing forums for collegiate feedback.</p> <p>Improved planning for individual students based on assessments.</p> <p>Improved student achievement against goals in IEPs.</p>

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<p>STUDENT LEARNING</p> <p>To improve students' communication skills using Auslan and English.</p> <p>To improve student learning outcomes in English Literacy and Mathematics.</p>	<p>Through the development of improved Individual Education Plans establish learning goals for each student. Use these goals to drive curriculum planning based on VELS Implementation of a program to improve the outcomes of Students With Additional Needs.</p> <p>Biannual collection and analysis of students' achievement data in Auslan, Numeracy and English Literacy.</p> <p>Improve moderation of achievement progress by providing Professional Development and mentoring for class teachers.</p>	<p>Teaching teams to develop programs for students based on individual goals and VELS.</p> <p>Professional Learning teams to facilitate biannual assessments in Auslan, Literacy and Numeracy. (Release provided for teaching teams to complete Assessments) Teams to meet weekly to discuss individual students' progress against their goals.</p>	<p>All staff</p> <p>Professional Learning Teams to facilitate assessment of students' Auslan, Literacy and Numeracy skills</p> <p>Class teachers responsible for assessment of student progress against individual goals.</p>	<p>Ongoing</p> <p>Ongoing.</p> <p><u>Term 1</u> Literacy and Numeracy assessments completed. <i>Focussed team meetings to moderate on student achievement in all areas throughout the year.</i></p> <p><u>Term 2</u> Auslan assessments.</p> <p><u>Term 4</u> All assessments carried out for all students</p>	<p>By the end of 2008 there will be an increase in the number of students (up to 80%) making good progress or above in relation to individual goals</p> <p>By the end of 2008 there will be an agreed published format for planning and assessment tools for the Early Learning Centre</p> <p>By the end of 2008 through improved assessment procedures there will be consistent data available across the school on the progress made in Literacy, Numeracy and Auslan.</p>

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<p>STUDENT ENGAGEMENT AND WELL BEING</p> <p>To improve the ability of students to be personal learners.</p>	<p>Ongoing implementation of anti bullying strategies from “Solving the Jigsaw”</p> <p>Implement a Personal Learning program across the school encompassing wellbeing and involvement strategies and incorporating Habits of Mind.</p> <p>Implement parent programs- “Communicating with your Deaf child” and ‘Signposts’</p>	<p>Ongoing professional development to be provided for staff on the “Solving the Jigsaw” program.</p> <p>Wellbeing and involvement strategies PD for all staff.</p> <p>Release provided for welfare coordinator through Primary Welfare funds. Provided release for staff attendance at PD.</p> <p>Staff information provided in conflict resolution.</p>	<p>Student Welfare coordinator to facilitate Professional development in “Solving the Jigsaw”</p> <p>Student Welfare coordinator in conjunction with the Curriculum Committee to lead the program’s development and implementation.</p> <p>Speech pathologist and Student Welfare coordinator to facilitate parent programs</p>	<p><u>Ongoing</u> Habits of Mind and Solving the Jigsaw strategies to be incorporated into program planning across the school.</p> <p><u>Term1:</u> Speech pathologist to implement “Communicating with your Deaf child” program with parents.</p> <p>Student Welfare coordinator to investigate and plan ‘Signposts’ program for parents.</p> <p><u>Term 2:</u> Student Welfare coordinator to implement ‘Signposts’ program for parents.</p>	<p>Reduction in number of incidents of student conflict requiring the support of an adult: in class, the playground and on school transport.</p> <p>By the end of 2008 a consistent approach to Personal Learning will be implemented across the school.</p>

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STUDENT PATHWAYS AND TRANSITIONS To improve student transition throughout their school years.	Professional Development focus on PoLT Develop transition policies - Preschool to school and primary to secondary school. Develop procedures to ensure transition reports and informative. Develop timelines in line with DEECD guidelines to ensure students are well prepared for transition.	Participation in cluster and network activities- SMYLE, Deaf networks, Special School networks. Facilitate staff visits to other schools and facilities for deaf students and special schools.	Transition coordinator. All staff Transition coordinator and relevant class teachers	Ongoing Term 1 Term 1 and Term 4	Through the maintenance of the Performance and Development process, teachers' understanding of PoLT will be demonstrated by an increase in student achievement as measured against IEP goals. Parent and student feedback on transition procedures.

Part 3 – Signatures

SIGNED by the Principal

Name Robyn Lawrence

Date .../.../.....

SIGNED by the School Council President

Name Audra Rooney

Date .../.../.....

SIGNED by the Regional Director (or nominee)

Name

Date .../.../.....