



## School Plan 2016 – 2018

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## **Cannington Community Education Support Centre School Plan 2016-2018**

### **School Context**

Cannington Community Education Support Centre (CCESC) is a government school catering for over 100 students from years 7 – 12. The school has two sites. Years 7, 8, 9 and 10 attend the Cannington Community College site whilst Years 11 and 12 attend Sevenoaks Senior College site.

### **School Purpose**

Cannington Community Education Support Centre's purpose is to provide a range of academic and vocational programs for students with a disability, which meet their individual, social, emotional, sensory and physical needs and which maximise their ability to independently take their place in the wider community.

### **School Ethos**

The school has identified **Independence**, **Achievement** and **Respect** as our core values. The motto **Learning for Life** reflects our beliefs that learning occurs throughout life and that our students require a specialised curriculum that prepares them for life.

### **DOE Strategic Plan and Focus 2016**

The school is committed to achieving the listed relevant goals outlined in *High Expectations High Care*- the Department of Education Strategic plan 2016-2019 and Focus 2016.

**1. Success for all students; high expectations of success for every student in every school.**

We will rigorously analyse data to ensure realistic yet aspiring targets are set for our students.

We will to improving student attendance, behaviour and engagement at our school.

We will work to ensure our students are confident adaptive users of technology.

We will work to facilitate our student's participation in the community.

We will help develop student skills in emerging industries and give them 21<sup>st</sup> century skills.

2. **High Quality Teaching;** *a renewed and relentless focus on the best possible teaching practices.*
  - We will induct and performance manage teachers against the AITSL standards and develop a special education model and we will up skill our non-teaching staff.
  - We will achieve school-wide agreement on strategies to increase consistency in teaching quality and practices.
  - We will develop evidence based practices.
  - We will further develop caring classroom environments and student support services focussed on wellbeing.
3. **Effective Leadership;** *strong and empowering leadership in every school and across the whole system.*
  - We will continue our development of professional learning communities.
  - We will continue to incorporate the perspectives of staff, students, parents and the community as active participants in school improvement planning.
  - We will ensure that staff wellbeing and leave liability is managed.
  - We will foster our aspirant school leaders via accountability and succession planning.
4. **Strong Governance and Support;** *a capable and responsive organisation for now and into the future.*
  - We will self-assess and actively participate in school external review processes.
  - We will strengthen information technology in our school.
  - We will continue to be a lead school in our network.
  - We will enhance the capability of school support staff in managing the school finances and assets.

### **School Focus areas**

School operations are those processes and procedures that enable the standard of teaching/learning programs to improve for the benefit of all students. Each area has a strategic plan overview and an operational improvement plan. For 2016 – 2018 Cannington Community ESC will focus on:

- Teaching and Learning
- Person Centred Planning
- Positive behaviour Support
- **Teaching and Learning:** A comprehensive review of existing practice, redesign of data collection plans, research evidence based practice in general and special education, align with AITSL standards, develop illustrations of practice, peer classroom observations and videoing lesson for study.
- **Person Centred Planning:** The student is at the centre of all we do at the school- a refinement of individual education plans, transition plans and all documented plans. An aspirational stakeholder focus forward looking and in preparation for the National Disability Insurance Scheme rollout.
- **Positive Behaviour Support:** Development of new Behaviour Policy in line with new DOE requirements, a whole school approach to positive educational psychology and the explicit teaching of social skills and expected behaviours.

## PERSON CENTRED PLANNING STRATEGIC PLAN

Objective	Strategies	Resources	Evaluation
<p>Link Person Centred Planning (PCP) with the NDIS to support students with disability to exercise more choice and control over their supports and services, participate in the local community and build on natural supports such as friendships, neighbours and local community groups.</p>	<ul style="list-style-type: none"> <li>• Designated PCP School Coordinator to lead professional development for all staff on PCP tools and processes.</li> <li>• PCP School Coordinator to continue to liaise and collaborate with Disability Services Commission (DSC).</li> <li>• PCP School Coordinator to continue to liaise and collaborate with LACS directly linked to students (DSC).</li> <li>• NDIS to provide PL to staff</li> <li>• Parents to be aware of School links to NDIS</li> </ul>	<ul style="list-style-type: none"> <li>• PCP School Coordinator: Angela Whittington Level 3 Teacher- 0.1 dedicated role for 30 weeks.</li> <li>• NDIS Coordinators</li> <li>• LACs</li> <li>• PCP Priority group members</li> <li>• School website</li> <li>• Parent open days/info evenings</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant &amp; specific PL feedback.</li> </ul>
<p>Provide opportunities for teachers and education assistants to access unpack and understand the PCP processes.</p>	<ul style="list-style-type: none"> <li>• Up-skill selected the members of the PCP Priority Group to lead PL.</li> <li>• PCP Group to lead Internal Professional development on SDDs</li> <li>• Provide links on CONNECT to PCP tools and online education resources.</li> </ul>	<ul style="list-style-type: none"> <li>• PCP Priority group members</li> <li>• Staff meeting time</li> <li>• Helen Sanderson website: <a href="http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/">http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</a></li> </ul>	<ul style="list-style-type: none"> <li>• PCP tools used in conjunction with current IEP/MAP documents.</li> <li>• Classroom plans linked to PCP.</li> </ul>

<p>Develop a continuum of quality PCP tools for use from year 7-12.</p>	<ul style="list-style-type: none"> <li>• PCP School Coordinator to collaborate with admin to develop a scope and sequence of PCP tools.</li> <li>• Link the PCP to students IEPs, Behaviour Management Plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Helen Sanderson website: <a href="http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/">http://www.helensandersonassociates.co.uk/person-centred-practice/person-centred-thinking-tools/</a></li> <li>• SEN Reporting tool</li> <li>• PBS Group</li> </ul>	<ul style="list-style-type: none"> <li>• Continuum developed and uploaded on Connect.</li> </ul>
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### Positive Behaviour Support Operational plan

Objective	Strategies	Resources		Evaluation	
<p>To develop and implement a Positive Behaviour Support Framework in CCEC in a 3 year plan.</p>	<p>Term 1</p> <ul style="list-style-type: none"> <li>• Introduction to staff</li> <li>• Identify PBs Coach</li> <li>• Gain administrative support and involvement</li> <li>• Form PBS team</li> <li>• Schedule ongoing meetings</li> <li>• Identify data systems to be used (SIS, withdrawals)</li> </ul>	<p>Positive Behaviour Support CommitteeS: \AdminShare d\E6083S01-Cannington ESC\All Staff\School Development</p>	<p>Holly Cathy Angela Bernardo Jenny Andrew W. Jess Aileen Kiya Hazel</p>	<p>\$3000</p>	
<p>To educate CCC and Sevenoaks communities regarding the implementation of PBS</p>	<p>Term 2</p> <ul style="list-style-type: none"> <li>• PBS Orientation (refresher)</li> <li>• Develop positive expectations matrix and priority procedures to be taught to all *80% agreement by staff of behavior matrix (Staff meeting)</li> <li>• Finalize data systems to be used (SIS, withdrawals)</li> </ul> <p>PBS Purpose statement &amp; expectations (what, who, how) to be publicized to all stakeholders</p>	<p>Plans\2016\ Positive Behaviour Support - Operation Plan 2016.doc</p>			
	<p>Term 3</p> <ul style="list-style-type: none"> <li>• Develop framework for reward system</li> <li>• By the end of term 3 there will be programs to implement lessons on expected behaviours (Distribute to staff)</li> </ul> <p>Term 4</p>				

<p>Review School Behaviour Management Policy</p>	<ul style="list-style-type: none"> <li>Summarize and analyse data monthly</li> <li>Trial teaching programs of expectations (Practice)</li> <li>Adopt continuum of consequences *Must link with teaching positive expectations</li> </ul> <p>Student Services Team to review communication plan for Students at Educational Risk. 1 page profile to be developed about incoming students and added to by classroom teachers as needed. To be kept in shared drive.</p> <p>Jess to bring policy to staff meetings. Committee to work through updating document so as it is keep in line with Department guidelines.</p>	<p>Managing student behaviour</p> <p>Student Behaviour Procedures (D of E)</p>	<p>Mark Jenny Bernardo Jess Cathy Rhoda Dwayne Hazel</p>		
<p>Build staff capacity to promote and explicitly teach social and emotional learning.</p>	<p>Kat Smith – The Charles Street Clinic</p> <ul style="list-style-type: none"> <li>Incidental Teaching;</li> <li>Natural Environment Teaching;</li> <li>Pivotal Response Teaching;</li> <li>Verbal Behavioural Analysis;</li> <li>Lovaas influenced Discrete Trial Teaching</li> </ul> <p>Dolly Bhargava – Disability Speech Pathologist</p> <ul style="list-style-type: none"> <li>Managing Challenging Behaviour</li> </ul>	<p>Weekly monitoring of identified students. Debriefing with relevant staff Action Plans</p> <p>Weekly PD</p>	<p>Pam Cave Cindi Griffin Dwayne Griffin</p>	<p>24,000</p> <p>24,000</p>	





<p>Identify, and evaluate the explicit teaching relating to social and emotional learning interventions within the school – the interventions are classified as Whole school Classroom and Specialised.</p>	<p><b>Explicit Teaching Strategies / Therapy Programs</b></p> <p><b>Whole School</b></p> <p>Academy</p> <p>RAINBOW (Rhoda and Gwynneth)</p> <p>Drumbeat → <i>Collate data that Katherine gathers from students re: lesson</i></p> <p>Gatehouse Project Victoria – Framework underlying modern thought on pastoral care in Australian schools.</p> <p><b>Classroom Based</b></p> <p>Zones of Regulation</p> <p>Social Skill Programs – Embedded in English / community access programs</p> <p>Excursions/Incursions: e.g. WACA Basketball Carnival ESSN Athletics</p> <p>Carnival WADSA</p>	<p>Mindmatters resources</p>	<p>Middle School Staff</p> <p>Rhoda Wheelan</p> <p>Katherine A</p> <p>Pam Cave Dwayne Griffin</p> <p>Class Teachers</p>	<p>\$20,000</p> <p>\$10,000</p> <p>\$500</p>	
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	<p>Leisureplex Zero to Hero Day Possible swimming carnival? Therapy Focus Programs</p>		Classroom Staff		
Evaluate what behaviours they are explicitly teaching and frequency and type of rewards being used.	<p><b>Reinforcement Strategies</b> Whole School Fun Day Break time Activities /Sport at recess and lunchtime → <i>Bernardo</i> Pastoral Care – Hygiene/ Welfare Support Cheque Awards Recognition during Assemblies Classroom Reward Programs Survey Staff and Students</p>	Pastoral Care Budget	Fun Day	\$4000  \$2000	PBS committee survey to staff results mid 2015.
Transition planning using 1 page profiles for all new students	<p>Linked to Person Centred Planning Plan Transition Plan and Process developed and implemented throughout Meet and liaise with all relevant stake holders – Primary schools, families, students and</p>		Jess Bates  Jess Bates		Transition Plans – Jessica Bates  2015

	<p>agencies.</p> <p>Develop a yearly checklist to ensure that the transition process is followed thoroughly by the end of the school year 2016.</p> <p>Ensure that the relevant enrolment documentation is included in the schools website.</p> <p>Information and Open Days</p>		<p>Pastoral Care Priority Area Committee</p> <p>ICT Committee</p> <p>Class Staff</p>		<p>Transition Checklist completed 2016 Pam Cave Jess Bates</p> <p>PB Committee</p>
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**Person Centred Planning – Operational Plan 2016**

OBJECTIVES	STRATEGIES	Resources			Evaluation
		WHAT	WHO	\$	
<p><b><i>Every student will have a Person Centred Plan</i></b></p>	<ul style="list-style-type: none"> <li>To develop a scope and sequence for Person Centred Planning year 7-13</li> <li>Commencing in 2016, all students will have a one page profile: profile to include PCP terminology and link to PBS.</li> <li>All PCP documents to be updated on yearly basis from years 7-10.</li> <li>Create a consistent template for one page profiles that is used throughout the school.</li> <li>MAP tool to commence year 10 through to year 12/13.</li> <li>Introduction of PATH for year 12/13 transition students by 2017.</li> <li>PCP activities to be used during year 10 transition.</li> </ul>	<p>Helen Sanderson PCP link (view online footage) A new one page profile proforma that aligns MAP and PBS. Debrief with staff and update as necessary.</p> <p>Consistent staff debriefing session's pre MAP commencement.</p> <p>PATH template to be created and reviewed.</p> <p>Transition activities to be created and reviewed</p> <p>Staff review before NDIS comes into effect.</p>	<p>Angela Whittington Angela and PCP team Angela and PCP team</p> <p>Year 10 staff each year and Angela Angela and PCP team to review</p> <p>Year 10 and senior school staff</p> <p>NDIS support and all staff</p>	<p>Offline coordinator relief</p>	<p>One page profiles for each student to be completed</p> <p>PATH template finalized by term 4 2016.</p>

	<ul style="list-style-type: none"> <li>To align PCP with Positive Behaviour Support (PBS) strategies by linking the important 'to/for' tool with the explicit teaching of PBS.</li> <li>PCP tools to be linked with the NDIS when and where necessary for specific students.</li> </ul>				
<p><b>Promote Person Centred Planning for staff development and parents/community</b></p>	<ul style="list-style-type: none"> <li>Internal professional development for all staff on all PCP tools and processes.</li> <li>Professional development for all staff on consistent MAP and PCP processes throughout the year.</li> <li>Staff debrief sessions to be conducted twice a year.</li> <li>All PCP tools to be advertised on the school website (including photos).</li> <li>Develop a link to the DSC website from school website</li> </ul>	<p>Time scheduled in school development days/staff meetings</p> <p>Informal meetings to review, question and update.</p> <p>Tools to school officer to be uploaded. Website links and photos to ICT committee</p> <p>Database to be updated and for all year levels</p> <p>Database to be updated and for all</p>	<p>Angela and Admin</p> <p>Angela and team</p> <p>School officer</p> <p>PCP team to pass to ICT committee</p> <p>PCP team</p> <p>School officer and PCP</p>		<p>Destination survey question added for parents</p>

	<p>for parents to liaise with LAC's.</p> <ul style="list-style-type: none"> <li>• Create a LAC database directory on the share drive linked to students (assign to a staff member) including other stake holders.</li> <li>• Develop a link with the LAC's and the National Disability Insurance Scheme (NDIS).</li> <li>• Create awareness of the NDIS project with staff</li> <li>• Promote PCP at parent information expo in term 2 2016</li> <li>• Up-skilling the PCP team .</li> <li>• PCP team to create a school DVD on Person Centred Planning tools.</li> </ul>	<p>year levels</p> <p>Staff information sessions/meetings</p> <p>Display board, flyers, work samples</p> <p>Helen Sanderson website</p> <p>DVD – staff induction tool possible parent/lac presentation</p>	<p>team</p> <p>All staff</p> <p>PCP team</p> <p>PCP team and school staff and producing company</p> <p>Roger Rocket!! Ange and team</p>	<p>\$400 – food, displays, printing for the evening</p> <p>Relief money may be required</p> <p>Approx. \$5000</p>	<p>LAC database linked with NDIS and student/ staff is being used and is regularly updated twice a year.</p> <p>Parent feedback questionnaire (raffle incentive)</p> <p>Completed DVD by the end of 2017</p>
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<p><b><i>To organize and maintain a PCP folder with the share drive for all staff to access and easily locate</i></b></p>	<ul style="list-style-type: none"> <li>All related PCP documents to be well organized - including sectioned into year groups to match against the scope and sequence.</li> </ul> <p>Life planning templates:</p> <ul style="list-style-type: none"> <li>One page profiles – years 6-13</li> <li>PCP tools per year group</li> <li>Parent/Questionnaire</li> <li>Year 10 transition activities</li> <li>Year 10 MAP</li> <li>Year 10–11 MAP review</li> <li>PATH year 12-13</li> <li>Action Plan proforma</li> <li>Information:</li> <li>Staff power-point</li> <li>LAC database</li> <li>MAP permission letters and documents</li> </ul>	<p>PCP tools allocated to Year groups to match scope and sequence</p> <p>Develop PCP tools for CCESC</p>	<p>Sandra Boyd and PCP team</p> <p>Ange and team</p>	<p>Offline coordinator</p> <p>Offline coordinator</p>	<p>Staff are able to access folders and documents independently in a user friendly manner by term 3 2016 All documents created and sorted.</p>
<p><b>Create and maintain a community links/stakeholders database</b></p>	<ul style="list-style-type: none"> <li>Database to be created on the school website of useful community links and stakeholders</li> <li>Updated biannually: term 1 and 3</li> </ul>	<p>Database list updated and maintained of all stakeholders available to students.</p>	<p>School officer to liaise with ICT website team and Ange</p>	<p>Website update \$</p>	<p>Website links created</p>

### Positive Behaviour Support – Strategic Plan

Objective	Strategies	Resources	Evaluation
Further develop student support services within the school and ensure caring classroom climates are being fostered throughout the school.	<ul style="list-style-type: none"> <li>• Develop and implement a positive behaviour support framework in CCESC over a 2 year period.</li> <li>• Establish clear behaviour expectations and classroom agreements.</li> <li>• Transition Planning using one page profiles.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Behaviour Support Committee</li> <li>• PCP- committee</li> <li>• ESSN Group</li> <li>• Staff Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• PBS committee staff survey.</li> <li>• Establish a Framework by Dec 2017.</li> <li>• Classroom Plans.</li> <li>• Classroom Observations reviews.</li> </ul>
Plan to specifically support student wellbeing via positive behaviour support principals.	<ul style="list-style-type: none"> <li>• Continue the established pastoral care practices within the school - based on an individual case management system.</li> <li>• Review and update the school behaviour management policy.</li> <li>• Evaluate what behaviours are explicitly taught and reinforced within the classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Person Centred Planning – 1 Page Profile</li> <li>• Student Services Staff – Youth Worker, AIEO, Student Services Manager, Drumbeat Teacher, Options Teachers, School Psychologists, Class Teachers, EA's and Social Trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Cheque Awards / Classroom Awards and SIS behaviour entries.</li> <li>• Student Services Connect Community used as the communication platform for case management files.</li> <li>• Student Services program annual review.</li> </ul>
Implement school wide protective behaviours as a key risk management strategy.	<ul style="list-style-type: none"> <li>• Build Staff capacity to promote and explicitly teach social and emotional learning.</li> <li>• Promote, Deliver and Review Explicit Social Skill Programs within the school based on the Prevent – Teach and Reinforce model.</li> </ul>	<ul style="list-style-type: none"> <li>• MSSD Projects: Positive Partnerships</li> <li>• NCCD online courses; Autism and Understanding and managing behaviour.</li> <li>• CPI Training</li> <li>• Kat Smith (The Charles Street Clinic)</li> <li>• Dolly Bhargava – Disability Speech Pathology.</li> </ul>	<ul style="list-style-type: none"> <li>• MSSD evaluation</li> <li>• Staff performance review</li> <li>• Classroom observation</li> <li>• Student's IBP's and escalation profile reviews.</li> <li>• SIS behaviour reports.</li> <li>• Staff reflection.</li> </ul>



Teaching and Learning Operational Plan

Objectives	Strategies	Resources	Evaluation
<p><b>Teachers will analyse their own teaching practices.</b></p>	<ol style="list-style-type: none"> <li>1. Teaching &amp; Learning Committee will research and decide on a model and develop a log book for classroom observations.</li> <li>2. All teachers will engage in classroom observations on a regular basis throughout 2016 and 2017 using the chosen model.</li> <li>3. Teachers will seek feedback from colleagues, EA's, students, parents.</li> </ol>	<ul style="list-style-type: none"> <li>• AITSL Classroom Observations Document</li> <li>• University of Newcastle</li> <li>• ESSN Learning Matrix</li> <li>• MSSD - Positive Partnerships</li> <li>• Time for committee to research and select a model.</li> <li>• AITSL National Teacher Standards</li> <li>• SEN standards - read &amp; review</li> <li>• Video cameras, microphones</li> <li>• AITSL app (to map teaching artifacts to the standards)</li> <li>• Personal Learning Plan (teachers)</li> <li>• ESNN Special Ed. Professional Learning Matrix</li> <li>• MSSD – Classroom Behaviour Assessment and Intervention</li> <li>• Surveys</li> <li>• IEP/MAP meetings</li> <li>• Formal/informal discussions with colleagues</li> <li>• Video cameras/iPads</li> </ul>	<p>A model will be selected and distributed to staff by the end of term 2, 2016.</p> <p>Observation records/Log book Video evidence</p> <p>Observation records/Log book Self-evaluation</p>
<p><b>Use evidence-based classroom practices across the school.</b></p>	<ol style="list-style-type: none"> <li>1. The Teaching and Learning committee will investigate evidence-based classroom pedagogies and update/inform the remaining staff at staff meetings and</li> </ol>	<ul style="list-style-type: none"> <li>• Positive Partnerships</li> <li>• TEACCH</li> <li>• Scope &amp; Sequence</li> <li>• MSSD – Protective Behaviours</li> </ul>	<p>Staff will demonstrate and reflect on the use of evidence-based classroom practices.</p>

	<p>development days.</p> <p>2. All teachers will use summative &amp; formative assessments to guide their teaching content.</p> <p>3. All teachers will review and update the Data Collection Checklists to reflect current school summative assessments.</p>	<ul style="list-style-type: none"> <li>• Person Centered Planning Strategic Plan</li> <li>• Academic journals</li> <li>• Neale, Waddington, Key Maths</li> <li>• IEP/MAP meetings, Data Collection</li> <li>• Formative assessment strategies, including digital resources.</li> <li>• Staff Development Day(s)</li> </ul>	<p>Use of assessments will be evident in daily work pads, classroom planning, IEPs and action plans. Data Collection Checklists will be updated by the end of 2016.</p>
<p><b>Teachers will effectively use classroom technologies in teaching &amp; learning programs.</b></p>	<p>1. ICT Committee: survey teachers to gauge current knowledge &amp; skills, and preferred method of delivery of PD.</p> <p>2. Teachers self-reflect on AITSL ICT statements to determine their current use of ICT in their teaching practice.</p> <p>3. Teachers will choose focus areas for an ICT specific Personal Learning Plan.</p> <p>4. Classroom observations in 2016 will include an ICT aspect.</p> <p>5. Teachers will seek student feedback on the effectiveness of using ICT (e.g “did this app</p>	<ul style="list-style-type: none"> <li>• Survey Monkey</li> <li>• AITSL app</li> <li>• ICT Survey – include reflection &amp; opportunities for improvement.</li> <li>• ICT Personal Learning Plan template</li> <li>• ICT committee, key teachers, webinars, YouTube, Google, online articles, Pinterest, Twitter.</li> <li>• School PD</li> <li>• AITSL ICT statements</li> <li>• Online learning/PD</li> <li>• Boardmaker – visual surveys</li> <li>• iPad (photos)</li> <li>• Street Talk on Retro Radio</li> </ul>	<p>Survey responses</p> <p>Reflections Goals in peer-obs Performance Management Plan</p> <p>Completed ICT Personal Learning Plan</p> <p>Feedback from observer Teacher reflections</p>

<p><b>EA's will build expertise in assisting in the implementation of learning programs.</b></p>	<p>help you learn [x]?").</p> <p>6. Teachers will engage in collegial discussions to improve professional knowledge and practice related to the use of ICT in teaching &amp; learning (see Standard 6.3).</p>	<ul style="list-style-type: none"> <li>• AAC devices</li> <li>• *TBA (ICT Survey will determine the resources for this strategy)</li> <li>• Funding for teacher relief and professional development</li> </ul>	<p>Evidence of student surveys/feedback</p> <p>Teachers respond &amp; change classroom practice. Surveys/photos/audio recordings</p>
	<p>1. Teaching and Learning Committee will conduct a survey to establish baseline data on EAs PD skills and needs.</p> <p>2. All teams will engage in regular team meetings to decide and agree upon the implementation of learning programs.</p> <p>3. Engage in professional discussions to determine professional development needs.</p> <p>4. Develop a Personal Growth Plan.</p>	<ul style="list-style-type: none"> <li>• Framework for EA's</li> <li>• Survey monkey</li> <li>• Time</li> <li>• Trade off</li> <li>• Performance Management</li> <li>• Survey results</li> <li>• Team meetings</li> <li>• Bank of ideas (EA requests for PD)</li> <li>• Personal Growth Plan Pro Forma</li> <li>• Staff Development Days</li> <li>• Selected professional development (Positive Partnerships, DOE Portal, TEACCH)</li> <li>• Classroom observations</li> </ul>	<p>Survey results</p> <p>Meeting minutes</p> <p>Personal Growth Plan</p> <p>Personal Growth Plan</p>

### TEACHING & LEARNING STRATEGIC PLAN

Objective	Strategies	Resources	Evaluation
<p><b>Staff will engage in classroom observations and professional learning to ensure high quality teaching and success for students.</b></p>	<ul style="list-style-type: none"> <li>• Decide on resources and a model for classroom observations.</li> <li>• Engage in classroom observations on a regular basis</li> <li>• Seek feedback from students and parents</li> <li>• EA's will build expertise in assisting in the implementation of learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL website</li> <li>• MSSD Positive Partnerships(Autism)</li> <li>• ESNN Special Ed Learning Matrix</li> <li>• SEN standards</li> <li>• Personal Learning Plan</li> <li>• Teaching &amp; Learning (T&amp;L) Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Resources and model to be selected by end of term , 2016.</li> <li>• Observation records/log books, video evidence.</li> </ul>
<p><b>Staff will collaborate to design agreed curriculum outlines and teaching practices.</b></p>	<ul style="list-style-type: none"> <li>• The T&amp;L committee will investigate evidence-based classroom pedagogies and update/inform the remaining staff at staff meetings and development days.</li> <li>• All teachers will use summative &amp; formative assessments to guide their teaching content.</li> </ul>	<ul style="list-style-type: none"> <li>• MSSD Challenging Behaviours</li> <li>• MSSD Protective Behaviours</li> <li>• NCCD (National Consistent Collection Data Disability)</li> <li>• Academic journals</li> <li>• Formative and summative assessments</li> <li>• Subject Scope and Sequence</li> <li>• School Data Collection Checklist</li> <li>• T&amp;L Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Revised Scope and Sequence plans and Data Collection Checklists will be completed by end Term 2, 2017.</li> <li>• IEPs will include priorities based on summative and formative assessments.</li> </ul>
<p><b>Teachers will effectively use classroom technologies to ensure students are confident and adaptive users of technology.</b></p>	<ul style="list-style-type: none"> <li>• Teachers self-reflect on AITSL ICT statements to determine their current use of ICT in their teaching practice.</li> <li>• Teachers will choose focus areas for an ICT specific Personal Learning Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• AITSL ICT statements</li> <li>• ICT Personal Learning Plan template</li> <li>• T&amp;L Committee</li> <li>• ICT Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' ICT skills, assessed using the AITSL ICT statements, have improved by December 2017.</li> <li>• Classroom observations reflect improved use of technologies for effective learning.</li> </ul>