

# 2023 Annual Implementation Plan

## for improving student outcomes

Yarraville Special Developmental School (5278)



# YARRAVILLE

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Special Developmental School

Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
<b>Enter your reflective comments</b>	As a leadership team and as part of the school review process in Term 2 we identified as 'Evolving' in 4/5 areas and 'embedding' in the area of instructional leadership. As a leadership team we identified our next steps for 2023 as outlined below and we also workshopped our new SSP with staff and collated their feedback as to how we could achieve each of our new targets by 2026.	

<p><b>Considerations for 2023</b></p>	<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>- Roll out our whole school coaching model in 2023.</li> <li>- We have employed a full-time Allied Health assistant for 2023 and Senior pathways support ES staff member who will support the families of our graduating students to find the best pathway for them post school.</li> </ul> <p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>- Prioritise learning walks and peer observations and continue to increase our staff workshops, PLC practice</li> <li>- Build consistency in the implementation of planning, practice and assessment.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Continue to support teachers in developing their understanding of how to analyse data and have this reflected in their planning documents (54% SOS, 2022).</li> <li>- Ensure learning walks and peer observations are a focus next year.</li> <li>- Move to use seesaw as a digital rubric also to formatively assess students in subject areas.</li> <li>- The introduction of the data wall in the PLC focus of writing has promoted collective focus on student learning (70% in 2021 to 85% in 2022) and collective responsibility (70% in 2021 to 90% in 2022) across the school. This will continue to be a focus of our work in 2023.</li> </ul> <p><b>Engagement:</b></p> <ul style="list-style-type: none"> <li>- We will establish whole school events such as a Term 1 picnic to welcome new families to our school, and more culturally diverse events</li> <li>- Provide Tech workshops for parents to support uptake of our platforms of seesaw and compass</li> <li>- Use interpreters more for families who require them</li> <li>- Identify parents of students who use KWS and providing workshops for them to up skill in this area</li> </ul> <p><b>Support &amp; resources:</b></p> <ul style="list-style-type: none"> <li>- Establish a SWPBS rewards based system appropriate for Senior students</li> <li>- Relaunch the respectful relationships program in the Seniors and the Learn to play program in the primary and students personal &amp; social goals will reflect these programs.</li> <li>- Continue to revisit and update student BRP's as required in 2023.</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improved learning outcomes for all students.
<b>Target 2.1</b>	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Writing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent</li> </ul>

<p><b>Target 2.3</b></p>	<p>By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 44 per cent in 2021 to 55 per cent.</li> </ul> <p>By 2026, improve the percentage positive endorsement by teachers for the following measures:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent</li> <li>• Understand curriculum from 63 per cent in 2021 to 70 per cent</li> <li>• Understand how to analyse data from 50 per cent to 55 per cent</li> <li>• Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build staff Victorian Curriculum and assessment knowledge.</p>
<p><b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and embed the agreed instructional model.</p>
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Review and embed the Professional Learning Communities process.</p>

<b>Goal 3</b>	Improve the wellbeing of all students.
<b>Target 3.1</b>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 83 per cent in 2021 to 89 per cent</li> <li>• Student agency and voice from 83 per cent in 2021 to 85 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2026, increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:</p> <ul style="list-style-type: none"> <li>• Self awareness from 80 per cent in 2021 to 85 per cent</li> <li>• Social awareness from 76 per cent in 2021 to 81 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues from 54 per cent in 2021 to 70 per cent</li> <li>• Collective efficacy from 60 per cent in 2021 to 70 per cent</li> <li>• Active participation from 54 per cent in 2021 to 60 per cent</li> <li>• Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.</li> </ul>
<p><b>Key Improvement Strategy 3.a</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Review and strengthen transition practices into, through and beyond the school.

<p><b>Key Improvement Strategy 3.b</b>  Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen and embed the current wellbeing initiatives.</p>
<p><b>Key Improvement Strategy 3.c</b>  Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a holistic approach to support students' access and engagement in the curriculum.</p>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b></p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of all students working at or above level in Number and Algebra from 72% to 75%</p> <p>Increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:</p> <p>Self awareness from 80 per cent to 82 per cent Social awareness from 76 per cent to 78 per cent.</p>
Improved learning outcomes for all students.	No	<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Speaking and Listening from 71 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Writing from 71 per cent (2018 - 2021 mean) to 80 per cent</li> </ul>	

		<p>By 2026, increase the percentage of all students working at or above level against the Victorian Curriculum in:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 72 per cent (2018 - 2021 mean) to 80 per cent</li> <li>• Measurement and Geometry from 69 per cent (2018 - 2021 mean) to 75 per cent</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement by all staff in the School Staff Survey for the following measure:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 44 per cent in 2021 to 55 per cent.</li> </ul> <p>By 2026, improve the percentage positive endorsement by teachers for the following measures:</p> <ul style="list-style-type: none"> <li>• Guaranteed and viable curriculum from 70 per cent in 2021 to 75 per cent</li> <li>• Understand curriculum from 63 per cent in 2021 to 70 per cent</li> <li>• Understand how to analyse data from 50 per cent to 55 per cent</li> <li>• Use of student feedback to inform practice from 50 per cent in 2021 to 55 per cent.</li> </ul>	

Improve the wellbeing of all students.	No	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Student connectedness from 83 per cent in 2021 to 89 per cent</li> <li>• Student agency and voice from 83 per cent in 2021 to 85 per cent.</li> </ul>	
		<p>By 2026, increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:</p> <ul style="list-style-type: none"> <li>• Self awareness from 80 per cent in 2021 to 85 per cent</li> <li>• Social awareness from 76 per cent in 2021 to 81 per cent.</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Staff trust in colleagues from 54 per cent in 2021 to 70 per cent</li> <li>• Collective efficacy from 60 per cent in 2021 to 70 per cent</li> <li>• Active participation from 54 per cent in 2021 to 60 per cent</li> <li>• Build Resilience and a Resilient, Supportive Environment from 53 per cent in 2021 to 60 per cent.</li> </ul>	

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<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
<b>12 Month Target 1.1</b>	<p>Increase the percentage of all students working at or above level in Number and Algebra from 72% to 75%</p> <p>Increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:</p> <p>Self awareness from 80 per cent to 82 per cent          Social awareness from 76 per cent to 78 per cent.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Increase the percentage of all students working at or above level in Number and Algebra from 72% to 75%  Increase students' social and emotional wellbeing as measured by the percentage of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum for the following measures:  Self awareness from 80 per cent to 82 per cent Social awareness from 76 per cent to 78 per cent.
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment & differentiation in Numeracy in order to identify and meet students learning needs.
<b>Outcomes</b>	Students in need of of targeted Numeracy academic support or intervention will be identified and supported thought the tutor learning initiative and PLC cycles Students will show growth within or above their current level in numeracy Teachers identify student learning needs in Numeracy based on diagnostic assessment data from the CLT and Concord assessment Teachers will plan and implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teaching staff to create a guaranteed and viable numeracy curriculum to be consistently implemented across the school
<b>Success Indicators</b>	Early indicators: Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy assessment rubrics on Seesaw will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning using the CLT and Concord assessment

	<p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Numeracy</p> <p>SSS factors:</p> <ul style="list-style-type: none"> <li>- Guaranteed and Viable curriculum, increase from 70 - 72%</li> <li>- Understand curriculum, increase from 77 - 80%</li> <li>- Understand how to analyse data, increase from 54% - 58%</li> <li>- Use of student feedback, increase from 69 - 71%</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,598.80  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create an assessment schedule & embed time for moderation in termly calendars	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,100.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop teachers capacity to build digital rubrics to assess student learning outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review PLC inquiry cycle approach and schedule second PLC inquiry cycle to begin Week 1 Term 2 with a focus on Numeracy and pre and post unit assessment tasks	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Peer observations to focus on numeracy in Term 2	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,300.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Student will show growth within or above their current level in social and emotional capabilities data</li> <li>- Students will develop their well being 'tool kit' related to their sensory regulation and communication profiles</li> <li>- Teachers will plan for and implement social and emotional learning within their curriculum areas</li> <li>- Teachers will be able to recognise, respond to and refer students' mental health needs by developing BRP's, establishing care team meetings and referrals to the Mental Health Practitioner</li> <li>- Leaders will align the School Wide Positive Behaviour Support (SWPBS) Tier 1 and Team Teach strategies so there is consistency of practices across the school</li> <li>- Leaders will support the continuous development, documentation and revision of whole school well being approaches</li> <li>- The Wellbeing team will directly support students' mental health, especially the most vulnerable through care team meetings, linking students with the Mental Health Practitioner and developing an action plan for students in out of home care</li> </ul>			
<b>Success Indicators</b>	Early indicators: <ul style="list-style-type: none"> <li>- Curriculum documentation will show plans for social and emotional learning</li> <li>- Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</li> <li>- Staff demonstrate tiered support and consequences for minor and major behaviours</li> </ul>			



	<p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Victorian Curriculum: Personal and Social Capability</li> <li>- SSS factors: collective efficacy, trust in colleagues, active participation, build resilience, reliance supportive environment.</li> <li>- Reduction in number of compass incident reports from Dec 2022 to Dec 2023</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruit a mental health practitioner to support at-risk students and maintain psychologist consultation role for twice a term.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
SWPBS Team to conduct learning walks to observe SWPBS Tier 1 strategies implemented in classrooms.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,300.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,300.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leaders and SWPBS Team will align SWPBS Tier 1 and Team Teach strategies into a whole school document to be work shopped with staff.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allied Health Team to provide all necessary resources to support students with Behaviour Response Plans (BRP) to remain regulated.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Allied Health team to coach in every classroom, ensuring individual Sensory Action Plans and Communication Profiles are unpacked with the classroom team and modelled in the classroom.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide PL to staff on disability inclusion Tier 2 funding, release staff to create disability profiles and attend profile meetings	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$24,050.57</p> <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$25,598.80	-\$25,598.80
Disability Inclusion Tier 2 Funding	\$0.00	\$24,050.57	-\$24,050.57
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$0.00	\$49,649.37	-\$49,649.37

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	\$6,598.80
Create an assessment schedule & embed time for moderation in termly calendars	\$4,100.00
Peer observations to focus on numeracy in Term 2	\$3,300.00
Recruit a mental health practitioner to support at-risk students and maintain psychologist consultation role for twice a term.	\$5,000.00
SWPBS Team to conduct learning walks to observe SWPBS Tier 1 strategies implemented in classrooms.	\$3,300.00

Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	\$3,300.00
Provide PL to staff on disability inclusion Tier 2 funding, release staff to create disability profiles and attend profile meetings	\$24,050.57
<b>Totals</b>	\$49,649.37

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	from: Term 1 to: Term 4	\$6,598.80	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Create an assessment schedule & embed time for moderation in termly calendars	from: Term 1 to: Term 2	\$4,100.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Peer observations to focus on numeracy in Term 2	from: Term 2 to: Term 2	\$3,300.00	<input checked="" type="checkbox"/> CRT
Recruit a mental health practitioner to support at-risk students and maintain psychologist consultation role for twice a term.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
SWPBS Team to conduct learning walks to observe SWPBS Tier 1	from: Term 1	\$3,300.00	<input checked="" type="checkbox"/> School-based staffing

strategies implemented in classrooms.	to: Term 4		<input checked="" type="checkbox"/> CRT
Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	from: Term 1 to: Term 4	\$3,300.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$25,598.80	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide PL to staff on disability inclusion Tier 2 funding, release staff to create disability profiles and attend profile meetings	from: Term 1 to: Term 4	\$24,050.57	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning</li> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
<b>Totals</b>		\$24,050.57	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Carmel O Beirne <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop teachers capacity to build digital rubrics to assess student learning outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Review PLC inquiry cycle approach and schedule second PLC inquiry cycle to begin Week 1 Term 2 with a focus on Numeracy and pre and post unit assessment tasks	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Peer observations to focus on numeracy in Term 2	<input checked="" type="checkbox"/> PLC Leaders	from: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)	to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection  <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model  <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team  <input checked="" type="checkbox"/> Learning Specialist(s)  <input checked="" type="checkbox"/> PLC Leaders  <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS Team to conduct learning walks to observe SWPBS Tier 1 strategies implemented in classrooms.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Leaders and SWPBS Team will align SWPBS Tier 1 and Team Teach strategies into a	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

whole school document to be work shopped with staff.						
Allied Health team to coach in every classroom, ensuring individual Sensory Action Plans and Communication Profiles are unpacked with the classroom team and modelled in the classroom.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide PL to staff on disability inclusion Tier 2 funding, release staff to create disability profiles and attend profile meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources DI modules and performs	<input checked="" type="checkbox"/> On-site