

2020 Annual Implementation Plan

for improving student outcomes

Sale and District Specialist School (5175)



Submitted for review by Shelagh Donegan-Bragg (School Principal) on 09 January, 2020 at 12:06 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Embedding

Enter your reflective comments	documents to be attached for each dimension
Considerations for 2020	<p>a number of staff changes will occur at the start of the school year including</p> <ul style="list-style-type: none"> - Principal - VCAL coordinator - one ES - three classroom teachers <p>* all processes, procedures, common practices will need to be reviewed with all staff as new staff are induced</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve the learning outcomes of every student in literacy and numeracy.
Target 1.1	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy.
Target 1.2	<p>FISO</p> <ul style="list-style-type: none"> • Move FISO continua dimensions of Excellence in teaching and learning to embedding or above
Target 1.3	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Improve positive response percentages in the following whole school staff opinion survey variables: • Collective efficacy – currently at 50.7 per cent • Time to share pedagogical content knowledge – currently at 50 per cent • Teacher collaboration – currently at 40 per cent • Understand how to analysis data – currently at 60 per cent
Key Improvement Strategy 1.a Building practice excellence	Build teacher knowledge and understanding of the Victorian Curriculum with a particular focus on A-D
Key Improvement Strategy 1.b Evaluating impact on learning	Implement a consistent approach to the collection, analysis, tracking and use of data to improve student outcomes

Key Improvement Strategy 1.c Building practice excellence	Embed a whole school instructional model
Goal 2	To improve the personal and social capabilities of each student.
Target 2.1	<p>Parent Opinion Survey</p> <ul style="list-style-type: none"> • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – currently at 68 per cent.
Target 2.2	<p>FISO</p> <ul style="list-style-type: none"> • Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving or above.
Target 2.3	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities.
Key Improvement Strategy 2.a Parents and carers as partners	Develop and implement a whole school framework to foster post school independence in partnership with parents and carers
Key Improvement Strategy 2.b Building practice excellence	Develop knowledge and understanding of play skills for staff and parents

Key Improvement Strategy 2.c Health and wellbeing	Build the school community's capacity to understand and manage the impact of trauma on student learning and wellbeing.
Goal 3	To enhance student voice, agency and leadership.
Target 3.1	<p>Attitude to School Survey (AToS) Improve the positive response percentages in the following AToS variables</p> <ul style="list-style-type: none"> • student voice and agency for males – currently at 78 per cent • managing bullying – currently at 77 per cent
Target 3.2	<p>FISO</p> <ul style="list-style-type: none"> • Improve FISO continua dimensions of Positive climate for learning to embedding or above.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher knowledge and understanding of student voice, agency and leadership
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Provide opportunities for students to take responsibility for their learning in order to create independent and self-regulating learners
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Provide opportunities for students to collaborate and make decisions about what and how they learn.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the learning outcomes of every student in literacy and numeracy.	Yes	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy. 	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> •90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy.
		<p>FISO</p> <ul style="list-style-type: none"> • Move FISO continua dimensions of Excellence in teaching and learning to embedding or above 	<p>FISO</p> <ul style="list-style-type: none"> •Move FISO continua dimensions of Excellence in teaching and learning componet of Professional learning is informed by the collection, analysis and evaluation of student data , from evolving to embedding
		<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Improve positive response percentages in the following whole school staff opinion survey variables: • Collective efficacy – currently at 50.7 per cent • Time to share pedagogical content knowledge – currently at 50 per cent • Teacher collaboration – currently at 40 per cent 	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> •Improve positive response percentages in the following whole school staff opinion survey variables: - Time to share pedagogical content knowledge above 50% - Understand how to analyse data above 60%

		<ul style="list-style-type: none"> • Understand how to analysis data – currently at 60 per cent 	
To improve the personal and social capabilities of each student.	Yes	Parent Opinion Survey <ul style="list-style-type: none"> • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – currently at 68 per cent. 	Parent Opinion Survey <ul style="list-style-type: none"> • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – to above 68 per cent
		FISO <ul style="list-style-type: none"> • Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving or above. 	FISO <ul style="list-style-type: none"> •Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving
		Student Individual Learning Plans <ul style="list-style-type: none"> • 90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities. 	Student Individual Learning Plans <ul style="list-style-type: none"> •90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities
To enhance student voice, agency and leadership.	Yes	Attitude to School Survey (AToS) Improve the positive response percentages in the following AToS variables <ul style="list-style-type: none"> • student voice and agency for males – currently at 78 per cent • managing bullying – currently at 77 per cent 	Attitude to School Survey (AToS) Maintain the positive response percentage in student voice and agency for males above 78 per cent. Improve the positive response

			percentage in managing bullying to above 77 per cent
		<p>FISO</p> <ul style="list-style-type: none"> • Improve FISO continua dimensions of Positive climate for learning to embedding or above. 	<p>FISO</p> <ul style="list-style-type: none"> •Improve FISO assessment for -The school has a culture of high expectations and - The school supports students to realise their potential within the “Positive Climate for learning” dimension, to embedding

Goal 1	To improve the learning outcomes of every student in literacy and numeracy.
12 Month Target 1.1	<p>Student Individual Learning Plans</p> <ul style="list-style-type: none"> •90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy.
12 Month Target 1.2	<p>FISO</p> <ul style="list-style-type: none"> •Move FISO continua dimensions of Excellence in teaching and learning componet of Professional learning is informed by the collection, analysis and evaluation of student data , from evolving to embedding
12 Month Target 1.3	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> •Improve positive response percentages in the following whole school staff opinion survey variables: - Time to share pedagogical content knowledge above 50% - Understand how to analyse data above 60%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher knowledge and understanding of the Victorian Curriculum with a particular focus on A-D	No
KIS 2 Evaluating impact on learning	Implement a consistent approach to the collection, analysis, tracking and use of data to improve student outcomes	Yes
KIS 3 Building practice excellence	Embed a whole school instructional model	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.	<p>In 2019 81% of students achieved their individual learning plan goals in the area of literacy , 76% of students achieved their individual learning plan goals in the area of numeracy yet 95 % of students made at least satisfactory progress towards individual learning plan goals in the area of literacy and numeracy. Not all students were able to demonstrate the goals independently without prompts across a range of environments and with a range of people.</p> <p>Goals in the area of literacy need to identify the level the child will achieve using specific assessment tools eg. Burt Word Test and Alpha Assess. This will provide a more accurate measure of student progress to be reworded</p> <p>Utilise identified assessment tools to structure longitudinal tracking of student progress in the areas of literacy and numeracy</p> <p>The instructional model was introduced in 2019 and will need to be embedded in 2020</p>	
Goal 2	To improve the personal and social capabilities of each student.	
12 Month Target 2.1	Parent Opinion Survey • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – to above 68 per cent	
12 Month Target 2.2	FISO	

	•Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving	
12 Month Target 2.3	Student Individual Learning Plans •90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Develop and implement a whole school framework to foster post school independence in partnership with parents and carers	No
KIS 2 Building practice excellence	Develop knowledge and understanding of play skills for staff and parents	No
KIS 3 Health and wellbeing	Build the school community’s capacity to understand and manage the impact of trauma on student learning and wellbeing.	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.	Work closely with families to build an understanding of the link between trauma and behaviours <ul style="list-style-type: none"> • Acknowledge that unless students are able to regulate their own emotions they will have difficulties learning • Support families to understand the Zones of regulation • Support families and students to identify and implement self-regulation strategies • The school has registered to become a Respectful Relationships School 	
Goal 3	To enhance student voice, agency and leadership.	
12 Month Target 3.1	Attitude to School Survey (AToS) Maintain the positive response percentage in student voice and agency for males above 78 per cent.	

	Improve the positive response percentage in managing bullying to above 77 per cent	
12 Month Target 3.2	<p>FISO</p> <ul style="list-style-type: none"> •Improve FISO assessment for -The school has a culture of high expectations and - The school supports students to realise their potential within the “Positive Climate for learning” dimension, to embedding 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build teacher knowledge and understanding of student voice, agency and leadership	Yes
KIS 2 Intellectual engagement and self-awareness	Provide opportunities for students to take responsibility for their learning in order to create independent and self-regulating learners	Yes
KIS 3 Intellectual engagement and self-awareness	Provide opportunities for students to collaborate and make decisions about what and how they learn.	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.	<p>The staff have a basic understanding of SVAl that needs to be expanded A diverse team supports the SRC a key of the SRC team has left the school in 2020. This team needs to be expanded to include a teacher from the primary area. A draft document of the SRC processes and procedures needs to be reviewed and finalised As identified in 2019 there is a need to clarify AToSS questions with students prior to administering the survey</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve the learning outcomes of every student in literacy and numeracy.
12 Month Target 1.1	Student Individual Learning Plans •90 per cent of school wide individual learning plan goals to be achieved each year in literacy and numeracy.
12 Month Target 1.2	FISO •Move FISO continua dimensions of Excellence in teaching and learning componet of Professional learning is informed by the collection, analysis and evaluation of student data , from evolving to embedding
12 Month Target 1.3	Staff Opinion Survey •Improve positive response percentages in the following whole school staff opinion survey variables: - Time to share pedagogical content knowledge above 50% - Understand how to analyse data above 60%
KIS 1 Evaluating impact on learning	Implement a consistent approach to the collection, analysis, tracking and use of data to improve student outcomes
Actions	Extend the implementation of an evidence based, structured literacy program across the school. Develop staff capabilities to use the identified literacy program. Develop staff capabilities in the collection and analysis of data. Further develop staff capabilities in the use of AAC

<p>Outcomes</p>	<p>Teachers will</p> <ul style="list-style-type: none"> - administer placement testing for the MultiLit programs and the Burt Reading test Term 1 & Term 4 as per assessment schedule - use the data to determine differentiation required and group students accordingly ' put faces on the data" - explicitly teach the identified program - adhering to the schools communication statement in the provision of AAC <p>administer placement testing for the Maths online assessment and Maths Plus diagnostic tools Term 1 & Term 4 as per assessment schedule</p> <ul style="list-style-type: none"> - use the data to determine differentiation required and group students accordingly ' put faces on the data" <p>Leaders will</p> <ul style="list-style-type: none"> - investigate evidence based, direct instruction programs for the teaching of numeracy - enter data into a database to track individual student progress longitudinally - lead professional learning around the identified literacy & numeracy program/s - Literacy/numeracy leaders to observe classes and provide feedback
<p>Success Indicators</p>	<p>students:</p> <ul style="list-style-type: none"> - work samples - pre and post testing results - improved use of AAC <p>teachers:</p> <ul style="list-style-type: none"> - work programs to reflect the implementation of the literacy program - samples of differentiated work tasks - Use of AAC embedded in teaching practice <p>leaders:</p> <ul style="list-style-type: none"> - evidence of professional learning delivered - student work samples - moderated work samples - Use of AAC embedded in daily practice

Activities and Milestones	Who	Is this a PL Priority	When	Budget
develop a structure and model for delivery of the Multlit program/s across the school develop a structure and model for delivery of the Numeracy program/s across the school	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
update assesement schedule to include pre and post testing for literacy and numeracy	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
literacy and numeracy leaders to provide professional development on the use of the relevant testing tools	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
classroom teachers to implement the identified literacy/ numeracy programs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
level leaders to collate data and input into longitudinal record	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
investigate evidence based, direct instruction programs for the teaching of numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
implement a tailored AAC based program for identified students (those not participating in Multilit Programs)	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide whole school PD on Key Word Sign	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Speech pathologist to reinforce use of Key Word Sign across school community - regular practise during staff meetings - desiminate information to members of school community in each school bulletin - act as a resource to families requiring more information on key word signing	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Embed a whole school instructional model			
Actions	Develop a common understanding of the E5 model Teachers to develop a self awareness of their own practise in relation to the pedagogical model Document the use of pedagogical model within the staff information and induction materials			
Outcomes	Teachers will -have a common understanding of the structure of the E5 model and use the model when planning and delivering lessons Literacy and Numeracy Leaders will - incorporate e5 feedback following observations of literacy and numeracy sessions			

	Leaders will - lead professional learning in regards to the E5 model			
Success Indicators	<p>students: Some students will develop an understanding of the class/lesson routine - discussion with students</p> <p>Teachers: Teachers will understand the structure of the pedagogical model - work programs - PLT/ Level/Staff Meeting minutes</p> <p>Leaders: use a range of resources to lead learning around the pedagogical model - Minutes/notes from PD sessions / PLT/ Level /Staff Meeting</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and moderate a shared understanding of the E5 domains.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers to self assess against levels within the instructional model and identify actions to move from one level to the next	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a unit planner which demonstrates how the E5 instructional model is incorporated	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Goal 2	To improve the personal and social capabilities of each student.			
12 Month Target 2.1	Parent Opinion Survey • Improve the positive response percentage for the Teacher communication variable in the parent opinion survey – to above 68 per cent			
12 Month Target 2.2	FISO •Improve FISO assessment for “Schools Builds Sustainable Futures” within the “Global Citizenship” dimension to evolving			
12 Month Target 2.3	Student Individual Learning Plans •90 per cent of school wide individual learning plan goals to be achieved each year for personal and social capabilities			
KIS 1 Health and wellbeing	Build the school community’s capacity to understand and manage the impact of trauma on student learning and wellbeing.			
Actions	To expand the use of Zones of Regulation across the whole school. Review The Zones of Regulation to ensure all new staff are aware of the tool Introduce The Zones of Regulation for members of the wider school community. Offer information sessions for families about the impact of trauma on student learning. Leadership to attend designated Respectful Relationships (RR) PD then plan school actions for the year			
Outcomes	Students will - Be able to name different emotions and identify these emotions within themselves and others - Be able to recognise strategies/activities that allow them to self regulate - Develop a plan for self-regulation Staff will			

	<ul style="list-style-type: none"> - Support students to develop and use plans to self-regulate - Have a greater understanding of the various triggers/antecedents - Participate in RR Professional Development (PD) - Leaders will participate in RR initial Professional Development (PD), lead the development of a whole school approach to RR <p>Wider School Community will</p> <ul style="list-style-type: none"> - Be offered the opportunity to learn about The Zones of Regulation - Be encouraged to support their child to use their self-regulation plan - Be offered the opportunity to learn about how trauma can affect their child's ability to learn 			
Success Indicators	<p>Compass data showing a reduction in the frequency of minor/major behaviour of individual students Discussions with students and individual students plans Discussions with families Records of information sessions and feedback from families Teachers will participate in PD and collaborate in the development of a whole-school RR plan A whole-school plan for the implementation of RR will be in place</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional development on The Zones of Regulation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide information to the wider school community on The Zones of Regulation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff members to work with individual students to develop a written self-regulation plan	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Offer information sessions for the wider school community on Trauma	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership team to attend initial PD on RR and develop a timeline for the implementation of the RR initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in PD and collaborate in the development of a whole-school plan for the implementation of the RR initiative.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To enhance student voice, agency and leadership.			
12 Month Target 3.1	Attitude to School Survey (AToS) Maintain the positive response percentage in student voice and agency for males above 78 per cent. Improve the positive response percentage in managing bullying to above 77 per cent			
12 Month Target 3.2	FISO			

	<ul style="list-style-type: none"> •Improve FISO assessment for -The school has a culture of high expectations and - The school supports students to realise their potential within the “Positive Climate for learning” dimension, to embedding
KIS 1 Empowering students and building school pride	Build teacher knowledge and understanding of student voice, agency and leadership
Actions	<p>Leadership to source Professional Development to:</p> <ul style="list-style-type: none"> - define student voice, agency and leadership (SVAL) - develop a plan for 2020 to increase SVAL opportunities across the school <p>A diverse team supports the SRC, a key of the SRC team has left the school in 2020. This team needs to be expanded to include a teacher from the primary area.</p> <p>Ensure a SRC Support team is appointed with representatives from all areas of the school, including student wellbeing and allied health. Work with the support team to ensure their roles are clearly defined.</p> <p>A draft document of the SRC processes and procedures needs to be reviewed and finalised</p>
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - have an understanding of their role as SRC members - relay information discussed during SRC meetings to their peers and take their feedback/ideas/comments back to following SRC meetings <p>All staff will</p> <ul style="list-style-type: none"> - have a clear understanding of SVAL - implement the plan to increase SVAL opportunities
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> - discussion with students and SRC minutes - records of discussions with peers

	Staff: - work programs - anecdotal notes - progress towards PDP goals				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Provide whole school professional development in the areas of SVAL - identify current practices that provide for SVAL - collaborate with the school community to identify additional opportunities to provide for SVAL - prioritise the identified opportunities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used	
Appoint a new SRC support team. Team to revise the draft document of SRC processes and procedures	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used	
Provide explicit information to students clarifying their role as SRC members	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used	
KIS 2 Intellectual engagement and self-awareness	Provide opportunities for students to take responsibility for their learning in order to create independent and self-regulating learners				

Actions	<p>Classroom teachers will support students to understand what a goal is and why they are important The School will request paper copies of the AToSS and work with all staff, to ensure all staff members have a common understanding of each question. Develop each individual students understanding of what the questions mean Students to complete the survey in small groups/individually supported with explicit instruction or AAC where required To encourage all secondary level students to attend SSG's with their families/carers</p>			
Outcomes	<p>Students will: - be able to identify at least one individual goal they would like to work towards each term and share with parents/carers - be able to explain what each of the AToSS questions means - secondary students will be given the opportunity to attend SSG's</p> <p>Teachers will: - support students to identify realistic individual goals to work towards each term. - support student to identify evidence which demonstrates progress towards their goal - be able to clearly explain the meaning of each question of AToSS to students - support students to attend SSG's</p>			
Success Indicators	<p>students - discussion, goals that are set - able to explain AToSS questions to staff and their peers - will have a better understanding of what happens at an SSG</p> <p>staff - work programs/planning documents - anecdotal notes -records PLTS/Level/Staff Meetings - secondary level staff will have engaged in conversations with families to encourage their child to attend SSG's</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>- students will be supported to identify and work towards a least one individual goal per term - students will be aware of their goals in all KLA's</p>	<p><input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

<p>Prior to 2020 AToSS teachers to build students understanding of survey questions</p>	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Secondary teachers to work together to design a lesson plan to explicitly teach what happens at an SSG meeting.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$2,500.00	\$2,250.00
Additional Equity funding	\$118,727.00	\$89,316.00
Grand Total	\$121,227.00	\$91,566.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Speech pathologist to reinforce use of Key Word Sign across school community - regular practise during staff meetings - desiminate information to members of school community in each school bulletin - act as a resource to families requiring more information on key word signing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets	\$1,000.00	\$1,000.00
Provide whole school professional development in the areas of SVAL - identify current practices that provide for SVAL - collaborate with the school community to identify additional oppourtunities to provide for SVAL - prioritise the identified oppourtunities	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,500.00	\$1,250.00
Totals			\$2,500.00	\$2,250.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
equity funding used to employ speech pathologist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$62,920.00	\$62,920.00
equity funding used to supplement Primary Welfare Officer funding to employ a school-based student well being a worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$55,807.00	\$26,396.00
Totals			\$118,727.00	\$89,316.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
literacy and numeracy leaders to provide professional development on the use of the relevant testing tools	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
investigate evidence based, direct instruction programs for the teaching of numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
implement a tailored AAC based program for identified students (those not participating in Multilit Programs)	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources school based speech pathologist	<input checked="" type="checkbox"/> On-site
Provide whole school PD on Key Word Sign	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources school based speech pathologist network speech pathologist	<input checked="" type="checkbox"/> On-site
Speech pathologist to reinforce use of Key Word Sign across school	<input checked="" type="checkbox"/> Allied Health	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

community - regular practise during staff meetings - desiminate information to members of school community in each school bulletin - act as a resource to families requiring more information on key word signing		to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons		school based Speech pathologist	
Develop and moderate a shared understanding of the E5 domains.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in PD and collaborate in the development of a whole-school plan for the implementation of the RR initiative.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources RR training	<input checked="" type="checkbox"/> Off-site Network/Area PD offered by RR implementation team as advised
Provide whole school professional development in the areas of SVAL - identify current practices that provide for SVAL - collaborate with the school community to identify additional opportunities to provide for SVAL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Roger holdsworth	<input checked="" type="checkbox"/> On-site

- prioritise the identified opportunities						
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