

# 2023 Annual Implementation Plan

## for improving student outcomes

Jacana School for Autism (5555)



Submitted for review by Corinne Pupillo (School Principal) on 23 January, 2023 at 01:54 PM  
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 19 March, 2023 at 07:25 PM  
Endorsed by Lisa Sette (School Council President) on 24 March, 2023 at 11:55 AM

## 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.	Emerging
	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	Emerging
	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	Embedding
	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	Emerging
	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>	To be completed with SIT members in Term 2, 2023.
<b>Considerations for 2023</b>	To be completed with SIT members in Term 2, 2023.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<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>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>	To improve student learning gain in Reading.
<b>Target 2.1</b>	<i>Annually, 90 per cent of students will demonstrate learning gain in reading based on ABLES data within or across levels.</i>
<b>Target 2.2</b>	<i>Annually, 90 per cent of students will achieve the goals established within their PLSP.</i>
<b>Target 2.3</b>	<i>By the end of the review period the per cent endorsement for Understand the Curriculum in the SSS will increase by 15 per cent from 65 per cent (2017 survey) to 80 per cent.</i>
<b>Target 2.4</b>	<i>Build a culture of collaboration focused on refining teacher practice to improve student outcomes and to measure the impact on student learning (BPE)</i>

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build a culture of collaboration focused on refining teacher practice to improve student outcomes and to measure the impact on student learning (BPE)
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop, implement and embed a consistent instructional approach to the delivery of the English curriculum with a focus on reading (CPA).
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop, implement and embed whole school formative and summative assessment practices for reading (CPA).
<b>Goal 3</b>	To improve student learning gain in Mathematics
<b>Target 3.1</b>	<i>Annually 90 per cent of students will demonstrate learning gain in Mathematics based on ABLES data within or across levels.</i>
<b>Target 3.2</b>	<i>Annually 90 per cent of students will achieve the goals established within their PLSPs.</i>
<b>Target 3.3</b>	<i>Further targets will be established based on agreed benchmarking assessment tools. For example Mathematics Online.</i>
<b>Target 3.4</b>	<i>By the end of the review period, the percent endorsement for Understand Formative Assessment in the SSS will increase by 20 per cent from 54 per cent (2017 survey) to 74 per cent.</i>

<b>Key Improvement Strategy 3.a</b> Building practice excellence	Build a culture of collaboration focused on refining teacher practice to improve student outcomes and to measure the impact on student learning (BPE)
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop, implement and embed a consistent instructional approach to the delivery of the Mathematics Curriculum with a focus on Number and Algebra.
<b>Key Improvement Strategy 3.c</b> Curriculum planning and assessment	Develop, implement and embed whole school formative and summative assessment practices for Mathematics (CPA).
<b>Goal 4</b>	To improve student voice and agency in their learning.
<b>Target 4.1</b>	<i>Targets will be based on benchmarks established around student participation and engagement in Student Support Group meetings.</i>
<b>Target 4.2</b>	<i>By the end of the review period the per cent endorsement in AToSS for Student Voice and Agency will increase by nine per cent from 76 per cent to 85 per cent.</i>
<b>Target 4.3</b>	<i>By the end of the review period, the per cent endorsement for Promote Ownership of Student Goals in the SSS will improve by 15 per cent from 50 per cent (2017 survey) to 65 per cent.</i>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Implement structures and processes that enable students and teachers to establish and monitor learning goals and track progress.
<b>Key Improvement Strategy 4.b</b>	Develop opportunities across the school for students to co-design their learning.

Empowering students and building school pride

## 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> 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>Learning Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics- Number and Algebra from 79% to 90%. Wellbeing Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Personal and Social Capability from 71% to 81%.</p>
To improve student learning gain in Reading.	No	<i>Annually, 90 per cent of students will demonstrate learning gain in reading based on ABLES data within or across levels.</i>	
		<i>Annually, 90 per cent of students will achieve the goals established within their PLSP.</i>	
		<i>By the end of the review period the per cent endorsement for Understand the Curriculum in the SSS will increase by 15 per cent from 65 per cent (2017 survey) to 80 per cent.</i>	
		<i>Build a culture of collaboration focused on refining teacher practice to improve student outcomes and to measure the impact on student learning (BPE)</i>	

To improve student learning gain in Mathematics	No	<i>Annually 90 per cent of students will demonstrate learning gain in Mathematics based on ABLES data within or across levels.</i>	
		<i>Annually 90 per cent of students will achieve the goals established within their PLSPs.</i>	
		<i>Further targets will be established based on agreed benchmarking assessment tools. For example Mathematics Online.</i>	
		<i>By the end of the review period, the percent endorsement for Understand Formative Assessment in the SSS will increase by 20 per cent from 54 per cent (2017 survey) to 74 per cent.</i>	
To improve student voice and agency in their learning.	No	<i>Targets will be based on benchmarks established around student participation and engagement in Student Support Group meetings.</i>	
		<i>By the end of the review period the per cent endorsement in AToSS for Student Voice and Agency will increase by nine per cent from 76 per cent to 85 per cent.</i>	
		<i>By the end of the review period, the per cent endorsement for Promote Ownership of Student Goals in the SSS will improve by 15 per cent from 50 per cent (2017 survey) to 65 per cent.</i>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <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>
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<b>12 Month Target 1.1</b>	<p>Learning Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics- Number and Algebra from 79% to 90%.</p> <p>Wellbeing Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Personal and Social Capability from 71% to 81%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 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	Yes
<b>KIS 1.b</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>	Learning Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics- Number and Algebra from 79% to 90%.  Wellbeing Priority: Increase the overall percentage of students at or above level against the Victorian Curriculum in Personal and Social Capability from 71% to 81%.
<b>KIS 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>Actions</b>	Whole School Level - Plan whole-school professional learning to support teachers to use Numeracy formative assessments to inform teaching and learning  Classroom Level - Use PLCs to establish/support staff to embed the use of data walls for numeracy to inform targeted planning - Use PLCs to identify Tier I supports as outlined in their Student Profiles - Build teacher capacity to embed Numeracy Proficiencies within Numeracy lessons  Individual and Small Group Level - Prioritise classroom meeting time for teachers, education support staff and therapy staff to meet weekly to review the teaching and learning of Numeracy of each student - Use PLCs to assess, plan for and report on differentiated lessons following the JSA 2022 Mathematics Planner
<b>Outcomes</b>	Whole School Level - Teachers will confidently and accurately identify student Numeracy learning needs of all their students - Students will be supported to learn at point of need using targeted Tier I supports as outlined in their Student Profile  Classroom Level - Teachers will consistently use a range of Numeracy assessments to triangulate student learning - Teachers will develop specific learning intentions and success criteria that measures and tracks student learning growth within the

	<p>Number &amp; Algebra Strand</p> <ul style="list-style-type: none"> <li>- Teachers will provide students with the opportunity to work at their level using differentiated resources; including the JSA Numeracy Guide, DET Numeracy Toolkit and DET Mathematics Companion</li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>- Students in need of targeted academic support or intervention will be identified and supported</li> <li>- Students and teachers will have more time to work on content at the students point of need</li> <li>- Students will engage in authentic reflection and co-design of learning opportunities to support choice and learning autonomy</li> <li>- Leaders will establish numeracy interventions based on similar student learning needs</li> </ul>
<p><b>Success Indicators</b></p>	<p>Whole School Level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>- Development of targeted Personalised and Learning Support Plans in Semester 1</li> <li>- Teacher feedback on differentiation, whole-school Numeracy instructional practices and use of common strategies</li> <li>- Teachers' formative assessment data and summative judgements against the curriculum e.g., Number and Algebra Checklist and Student Work Samples</li> <li>- Teacher records and observations of student progress</li> <li>- Classroom observations and/or coaching demonstrating use of strategies from professional learning</li> </ul> <p>Classroom Level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>- Data walls indicating clearly student progress</li> <li>- Documentation and data from formative assessments</li> <li>- Evidence of communication with parents/carers/kin</li> <li>- A documented assessment schedule and evidence of teachers inputting data and moderating assessments</li> <li>- Differentiated curriculum teaching and learning program and evidence of student learning at different levels</li> </ul> <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> <li>- Progress against Personalised Learning Support Plans in Semester 1</li> <li>- SSG Meetings</li> <li>- Data used to identify students for individualised supports</li> <li>- Differentiated resources used in tailored supports</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole-School Level: Develop a school-wide professional development plan to unpack Numeracy pedagogy and understanding of the proficiencies; referencing the JSA Numeracy Guide and DET Resources.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<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
Whole School Level: Establish processes/structures for collecting and monitoring school-wide data in relation to Mathematics through PLCs.	<input checked="" type="checkbox"/> PLC Leaders	<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
Whole School Level: Establish processes for Learning Specialists and SSLs, to document plans for coaching/mentoring/observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

to evaluate and monitor impact.			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
Classroom Level: Support teachers through the PLC inquiry cycle, to collaboratively plan units of work related to Mathematics.	<input checked="" type="checkbox"/> PLC Leaders	<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
Koorie Engagement Support Officer to provide cultural inclusion and educational guidance in the development of Individual Education Plans that best meets the specific needs and outcomes of individual Koorie students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>- Continue to embed a whole school approach to support student regulation by using the School-Wide Regulation Package (SWRP)</li> <li>- Plan how whole school professional learning on the SWRP to assist teachers to assess student's current abilities and formulate goals in relation to teaching regulations skills as well implement effective teaching practices</li> <li>- Plan whole-school professional learning on Tier I student social/ emotional wellbeing supports</li> <li>- Continue to embed the MTSS Framework to support student learning and wellbeing</li> <li>- Embed the Classroom Team Meeting Cycle to evaluate, plan and monitor student learning outcomes and wellbeing</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>- Implement targeted Tier 2 wellbeing programs delivered by the school's MHP and Health and Wellbeing Officer.</li> <li>- Implement tried systems of leadership support to deliver programs that address and support student's regulation and communication needs</li> <li>- Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development</li> <li>- Build staff capacity to collect, analyse and respond to student wellbeing data</li> <li>- Implement the Personal and Social Capability Curriculum units</li> </ul> <p>Individual and small group level</p> <ul style="list-style-type: none"> <li>- Students with emerging or acute wellbeing needs identified and referred appropriately via the Student Support Team Meetings and Welfare Team Meetings</li> <li>- Target counselling for individual students with acute mental health needs with the school's social worker, MHP</li> <li>- Students with emerging or acute wellbeing needs are supported via a range of external support e.g., Student Support Services and DHHS</li> <li>- Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate</li> <li>- Build relationships and engage with families of at-risk students</li> <li>- Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</li> </ul>			

<p><b>Outcomes</b></p>	<p>Whole School Level</p> <ul style="list-style-type: none"> <li>- Teachers and Leaders will embed the updated schoolwide documentation, i.e. Tiered Response Guidelines, Student Profiles and Reasonable Adjustments</li> <li>- Teachers will engage in whole school professional learning to introduce the MTSS, Schoolwide Regulation Package and Classroom Team Meeting Cycle</li> <li>- Teachers will support members of Student Leadership to survey their peers (i.e. focus groups) to gauge their feedback in co-designing their school environment</li> <li>- Mental Health Practitioner and Leaders will provide guidance to parents regarding mental health and wellbeing supports for their children</li> <li>- Therapy staff to upskill teachers and education support staff to refer to the SWRP to develop goals pertaining to student regulation and communication learning needs</li> </ul> <p>Classroom Level</p> <ul style="list-style-type: none"> <li>- Therapy staff will upskill teachers and education support staff via the provision of therapy consultancy to effectively use AAC systems</li> <li>- Teachers will implement learning activities to promote mental wellbeing, i.e. provision of the Reasonable Adjustments Profile, School-wide Positive Behaviour Support practices, aspects of the Schoolwide Regulation Package</li> <li>- Multidisciplinary Teams will facilitate classroom team meetings to utilise the MTSS frameworks and documentation authentically to inform student engagement and learning</li> </ul> <p>Individual and Small Group level</p> <ul style="list-style-type: none"> <li>- Mental Health Practitioner and Health and Wellbeing Officer will develop targeted support groups to support specific needs, i.e. girls, boys, anger management to promote student mental health and wellbeing</li> <li>- Leaders in the Student Learning Support Team to review and plan supports for individual students requiring Tier 1-3 levelled supports</li> <li>- Therapy staff to upskill teachers</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early indicators</p> <ul style="list-style-type: none"> <li>- Student Profiles data</li> <li>- Tier 2 and Tier 3 caseload database</li> <li>- Data used to identify students in need of targeted support</li> <li>- Documentation of counselling services accessed by students and families</li> <li>- Documentation of strategies aligned to the SWRP</li> <li>- Classroom Team Meeting data</li> </ul>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Level: Welfare Team to plan and implement whole-school professional learning on Tier I student social/ emotional wellbeing supports.	<input checked="" type="checkbox"/> Wellbeing Team	<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
Whole School Level: Members of the Student Engagement Team and Student Leadership to embed our Cultural Calendar and SW-PBS priorities outlined in the SAS and TFI.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<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
Classroom Level: PLC Instructional Leaders to refer to Student Profile and Curriculum formative assessment data to drive PLC inquiry cycles.	<input checked="" type="checkbox"/> PLC Leaders	<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
Individual and small group cohort: Learning Specialists and SSLs, to embed the implementation of the Response Guidelines, to support the mental health and wellbeing of students requiring Tier 2-3 supports.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> VCAL Leader/Team	<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
Complete the 'Lead to Way' Therapy Dog training, to support the school to access a therapy dog to improve student wellbeing, engagement and connection.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <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
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$80,148.20	\$80,148.20	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$80,148.20</b>	<b>\$80,148.20</b>	<b>\$0.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Complete the 'Lead to Way' Therapy Dog training, to support the school to access a therapy dog to improve student wellbeing, engagement and connection.	\$80,000.00
<b>Totals</b>	<b>\$80,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Complete the 'Lead to Way' Therapy Dog training, to support the school to access a therapy dog to improve student wellbeing, engagement and connection.	from: Term 1 to: Term 4	\$80,148.20	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<b>Totals</b>		\$80,148.20	
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### Activities and Milestones - Disability Inclusion Funding

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

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

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

### 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
Whole-School Level: Develop a school-wide professional development plan to unpack Numeracy pedagogy and understanding of the proficiencies; referencing the JSA Numeracy Guide and DET Resources.	<ul style="list-style-type: none"> <li>✓ Curriculum Co-ordinator (s)</li> <li>✓ Leadership Team</li> <li>✓ PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Preparation</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Whole School Pupil Free Day</li> <li>✓ Professional Practice Day</li> <li>✓ Timetabled Planning Day</li> <li>✓ Network Professional Learning</li> <li>✓ Communities of Practice</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Leadership partners</li> <li>✓ School improvement partnerships</li> <li>✓ Learning Specialist</li> <li>✓ Pedagogical Model</li> <li>✓ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Whole School Level: Establish processes/structures for collecting and monitoring school-wide data in relation to Mathematics through PLCs.	<ul style="list-style-type: none"> <li>✓ PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Design of formative assessments</li> <li>✓ Moderated assessment of student learning</li> <li>✓ Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled Planning Day</li> <li>✓ Communities of Practice</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Learning Specialist</li> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Classroom Level: Support teachers through the PLC inquiry cycle, to collaboratively plan units of work related to Mathematics.	<ul style="list-style-type: none"> <li>✓ PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Timetabled Planning Day</li> <li>✓ Communities of Practice</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ PLC Initiative</li> <li>✓ Teaching partners</li> <li>✓ Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

<p>Koorie Engagement Support Officer to provide cultural inclusion and educational guidance in the development of Individual Education Plans that best meets the specific needs and outcomes of individual Koorie students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Whole School Level: Welfare Team to plan and implement whole-school professional learning on Tier I student social/ emotional wellbeing supports.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Classroom Level: PLC Instructional Leaders to refer to Student Profile and Curriculum formative assessment data to drive PLC inquiry cycles.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>