

# **2024 Annual Implementation Plan**

## **for improving student outcomes**

Melton Specialist School (5162)



Submitted for review by Brooke Briody (School Principal) on 07 March, 2024 at 04:58 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 08 March, 2024 at 09:04 AM

Endorsed by Jason Mallia (School Council President) on 07 May, 2024 at 07:08 PM

## Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	
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	
Engagement	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	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
Future planning	Progress made towards 4 year goals. Challenges around SOS for data use when the workforce is increasing and changing with staff capabilities so diverse	
Documents that support this plan		

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
			The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	Yes	Support for the priorities	To increase the percentage of students having 0-19.5 days absent from 51 per cent (2019) to 56 per cent (2024).
To maximise learning growth for all students.	Yes	Increase the percentage of student achievement of ILP Communication goals from 73 per cent (2019) to 85 per cent (2025).	Increase the percentage of student achievement of ILP Communication goals to 85 per cent.
		Every two years, 80 per cent of students will show growth within a level or new level in English and Maths.	80 per cent of students will show growth within a level or new level in Maths.
		Increase the percentage of positive response in the Staff Opinion Survey Factors of: <ul style="list-style-type: none"> <li>Understand How to Use Data from 27 per cent (2020) to 33 per cent (2025)</li> <li>Academic Emphasis from 55 per cent (2020) to 60 per cent (2025)</li> </ul>	Maintain the percentage of positive response in the Staff Opinion Survey Factors of: Understand How to Use Data to 40 per cent

		<ul style="list-style-type: none"> <li>• Collective Efficacy from 56 per cent (2020) to 61 per cent (2025).</li> </ul>	
Improve student engagement in learning.	No	Increase the percentage of positive responses to the DET Modified AtoS survey for the module: School Connectedness 70% per cent (2021) to 75% per cent (2024).	
		Increase the percentage of positive responses for the Staff Opinion Survey factor Use Student Feedback to Improve Practice from 48.6 per cent (2019) to 52 per cent (2024).	
		To increase the percentage of students having 0-19.5 days absent from 51 per cent (2019) to 56 per cent (2024).	
Maximise student learning growth in personal and social capabilities.	No	Increase the percentage of students achieving their ILP goals for: <ul style="list-style-type: none"> <li>• Personal ILP goals from 76 per cent (2019) to 85 per cent (2024)</li> <li>• Social ILP goals from 73 per cent (2019) to 85 per cent (2024).</li> </ul>	
		Eighty-five per cent of students enrolled in a pathways program in years 11 & 12 to achieve their communication and either personal or social learning goals each year.	
		Increase the percentage of positive endorsement on the Specialist School's module of School Ethos and Environment module for the factors:	

		<ul style="list-style-type: none"> <li>• I am satisfied with the way my child's PSG is working from XX* (2021) to XX (2024)</li> <li>• The therapy services my child receives are of a high-quality from XX* (2021) to XX (2024).</li> </ul> <p>*Baseline data to be collected by the school in 2021.</p>	
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Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.		
12-month target 1.1	To increase the percentage of students having 0-19.5 days absent from 51 per cent (2019) to 56 per cent (2024).		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		No
KIS 1.b	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 2024.
Goal 2	To maximise learning growth for all students.		

<b>12-month target 2.1</b>	Increase the percentage of student achievement of ILP Communication goals to 85 per cent.	
<b>12-month target 2.2</b>	80 per cent of students will show growth within a level or new level in Maths.	
<b>12-month target 2.3</b>	Maintain the percentage of positive response in the Staff Opinion Survey Factors of: Understand How to Use Data to 40 per cent	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Develop a school wide approach to data collection and analysis to evaluate and increase student learning growth over time.	Yes
<b>KIS 2.b</b> Excellence in teaching and learning	Develop a curriculum plan linked to assessment and pedagogy including curriculum standards, learning goals, learning tasks and assessment strategies.	Yes
<b>KIS 2.c</b> Excellence in teaching and learning	Develop staff capacity to use data to evaluate and modify their teaching practice for point of need teaching.	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.	Growth made through 2023. With changes to leadership team roles throughout 2023 it is our intention to remain with the focus of 2023 and to further refine	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1</b>	To increase the percentage of students having 0-19.5 days absent from 51 per cent (2019) to 56 per cent (2024).
<b>KIS 1.b</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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Actions</b>	Review Student engagement policy and process Re-establish Community Connection Sessions Evaluate current SEL and trial other programs Continue implementation of Structured TEACCHing across the school Embed learning from SPPIKE training across teams Strengthen whole school approaches for coding attendance and processes for absence identification. Marrung Educational Plan 2016-2026
<b>Outcomes</b>	Students will feel safe and engaged in teaching and learning - therefore increasing attendance Students will feel connected to the school Community will work with school teams to develop attendance plans and attend SSGs Teaching staff will use the correct absence codes and seek feedback from students Teaching staff will provide engaging, rich programs based on students strengths and interests Leaders will monitor data attendance using PULSE and develop attendance plans collaboratively.
<b>Success Indicators</b>	ATOSS data on school connectedness in learning will increase Attendance data will show impact through PULSE data in SEMs



	SSG attendance data will continue to stay high POS MSS Specific "quick" check in surveys			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Further develop Community Partnership and Connections program	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$9,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Refine guidance and processes around SSG and Meet The Teacher in line with new DI practices	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
COMPASS data PD - PULSE PLCx 2 per term	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop Staff Communication with Families Guidance and monitor the impact and consistency.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Evaluate current SEL programs and trial alternatives to develop a WS SEL prog by the end of the year	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Refine and improve well being dog program	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items  <input checked="" type="checkbox"/> Other funding will be used
Embed High Expectation Relating across the school from SPPIKE to do Engoori across class groups	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Other funding will be used
Further embed Structured TEACCHing across the school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Complete cultural audit	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish centre for cultural learning space (VAEAI-LAECG)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$100,000.00
<b>Goal 2</b>	To maximise learning growth for all students.			
<b>12-month target 2.1</b>	Increase the percentage of student achievement of ILP Communication goals to 85 per cent.			
<b>12-month target 2.2</b>	80 per cent of students will show growth within a level or new level in Maths.			
<b>12-month target 2.3</b>	Maintain the percentage of positive response in the Staff Opinion Survey Factors of: Understand How to Use Data to 40 per cent			
<b>KIS 2.a</b> Evaluating impact on learning	Develop a school wide approach to data collection and analysis to evaluate and increase student learning growth over time.			
<b>Actions</b>	Data Ongoing PD with worked examples of how to use data in all our contexts of engagement and learning. Embed and model data analysis in everyday practice Use data in PLC's, SEM and coaching conversations Attendance protocol			
<b>Outcomes</b>	Leaders will consistently analyse both engagement and learning data in fortnightly SEM Teaching staff will use formative assessment and PULSE data to inform work programs and ILP goal setting and achievement			

	Students will be aware of their progress towards ILP and attendance goals Community will understand the goal setting process and feel confident/safe to collaborate/contribute			
<b>Success Indicators</b>	Attendance data SOS - analyse data POS - PSG working well ILP achievement Curriculum outcome growth			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PD on PULSE for all staff	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PD refresh goal setting process and assessment scale use	<input checked="" type="checkbox"/> Homegroup teachers <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
PLC focus on moderation of entry level moderation and assessment scale consistent implementation	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00
reintroduce teacher timeline and 1:1 feedback sessions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Develop and show how to use data from Learn to Play Assessment ASAP	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
trial maths assessments particular to below F learners	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00
<b>KIS 2.b</b> Curriculum planning and assessment	Develop a curriculum plan linked to assessment and pedagogy including curriculum standards, learning goals, learning tasks and assessment strategies.			
<b>Actions</b>	Embed Structured TEACCHing Instructional model in all classrooms Further develop G&VC with worked examples PLC focus on numeracy curriculum Coaching Professional Development for hands-on maths activities. Shared planning time for teachers.			
<b>Outcomes</b>	Students will use consistent language around maths, apply skills in real world context, decrease negative attitude towards maths Staff will use TEACCH principles to develop hands on learning for maths and share planning and resources. They will ensure this is in their work programs Leaders will conduct learning walks centred on Number and assign relevant coach to individual teachers. They will check work programs for content and delivery Community will understand the importance of real world maths and develop some skills to "teach" at home/respite/holiday etc			
<b>Success Indicators</b>	attendance data student check ins essential assessment data			

	SSG attendance Accelerus curriculum data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Coaching around themes with a number and algebra focus	☑ Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Re-Launch CARs guidance for Section Specific teams	☑ Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Modelled sessions using stucutured play room - include MFF	☑ Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00
Further develop MFF program using modelled work programs and session set ups	☑ Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00
Develop resource bank for real world work scenarios (how community links into number and place value) and home	☑ Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Develop a resources bank linked to Number content descriptors (Vic Curric 2.0)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Develop Numeracy Resource Kit for teaching hands-on number activities.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00
Development of Resource Room - Play based resources (other rooms)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00
<b>KIS 2.c</b> Building practice excellence	Develop staff capacity to use data to evaluate and modify their teaching practice for point of need teaching.			
<b>Actions</b>	Review ILP goal setting process in line with DI Investigate Communication assessment tools Upskill staff capacity in AAC Refine Functional Skills goal bank Update AAC database Create Communication Resource Banks Adapt Communication Tracking Tool (rundown)			
<b>Outcomes</b>	Students will use the most appropriate/expected method of communication to express their needs and wants. Those that require will have an identified AAC to cater to their needs. They will be aware of the Communication goals and progress Staff will embed communication goals and teaching through their work programs and interactions with students. They will increase their knowledge of AAC and also use their knowledge of TEACCH principles to develop communication teaching tasks and activities Leaders will focus on communication goals in both accountability requirements for work programs, coaching rounds and analysing data.			

	Community will attend relevant learning for AAC and understand the reasoning and intention behind Communication goals in ILP			
<b>Success Indicators</b>	Communication goal achievement attendance data SSG attendance Community Connections group attendance BOC reduction AAC database			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Develop streamlined PD on AAC	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Structured TEACCHing PD in Physical Environment and task activity design in streammined approach	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Trial new ILP format for DI students	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
In PLC - moderation of ILP goal entry/baseline and build strategies and next steps when goal achieved	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00



			to: Term 4	
Conduct Learning walks with a focus on Communication	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00
Fidelity Checklists -Display ILP goals in classrooms -CWB -AAC Systems	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Update and share the school-wide tracking tool with staff.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
TEACCH multi-day Training for 6 staff.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$15,000.00
Contact Jane Farrell to organise a school-wide PD.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,000.00
CWBs installed around the school.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00

Develop communication resource bank.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
PDs for Communication Matrix and Functional Assessment.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop teaching strategies used when teaching ILP communication goals, through PDs.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Streamlined PD on Social Cognition with combined resource bank linking to communication ILP goals.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$517,294.30	\$517,294.30	\$0.00
Disability Inclusion Tier 2 Funding	\$183,804.50	\$183,804.50	\$0.00
Schools Mental Health Fund and Menu	\$43,379.75	\$43,379.75	\$0.00
<b>Total</b>	<b>\$744,478.55</b>	<b>\$744,478.55</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Further develop Community Partnership and Connections program	\$9,000.00
Refine guidance and processes around SSG and Meet The Teacher in line with new DI practices	\$2,000.00
Evaluate current SEL programs and trial alternatives to develop a WS SEL prog by the end of the year	\$5,000.00
Refine and improve well being dog program	\$20,000.00
Trial new ILP format for DI students	\$20,000.00
<b>Totals</b>	<b>\$56,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Further develop Community Partnership and Connections program	from: Term 1 to: Term 2	\$9,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Evaluate current SEL programs and trial alternatives to develop a WS SEL prog by the end of the year	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Refine and improve well being dog program	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>Totals</b>		<b>\$84,000.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Refine guidance and processes around SSG and Meet The Teacher in line with new DI practices	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Principal class</li> <li>Middle school leaders</li> </ul>
Trial new ILP format for DI students	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>

<b>Totals</b>		\$22,000.00	
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### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Refine and improve well being dog program	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Dogs Connect Program
<b>Totals</b>		\$10,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Social worker	\$100,000.00
MHP extra days	\$50,000.00
DI admin support and section admin	\$70,000.00
Re-Engagement Programs to increase attendance	\$300,000.00
re-introduce I Can for lunch time programs	
<b>Totals</b>	\$520,000.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Social worker	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
MHP extra days	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
DI admin support and section admin	from: Term 1 to: Term 1	\$0.00	
Re-Engagement Programs to increase attendance	from: Term 1 to: Term 4	\$283,294.30	<input checked="" type="checkbox"/> Teaching and learning programs and resources
re-introduce I Can for lunch time programs	from: Term 3 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$433,294.30	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Social worker	from: Term 1	\$0.00	

	to: Term 4		
MHP extra days	from: Term 1 to: Term 4	\$0.00	
DI admin support and section admin	from: Term 1 to: Term 1	\$111,804.50	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li></li> </ul>
Re-Engagement Programs to increase attendance	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li></li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>Other Core Word board displays for shared spaces</li> </ul>
re-introduce I Can for lunch time programs	from: Term 3 to: Term 4	\$0.00	
<b>Totals</b>		\$161,804.50	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Social worker	from: Term 1 to: Term 4	\$0.00	
MHP extra days	from: Term 1 to: Term 4	\$0.00	
DI admin support and section admin	from: Term 1 to: Term 1	\$0.00	
Re-Engagement Programs to increase attendance	from: Term 1 to: Term 4	\$0.00	
re-introduce I Can for lunch time programs	from: Term 3 to: Term 4	\$33,379.75	✅ The I CAN School® Mentoring Program (I CAN Network Ltd)
<b>Totals</b>		\$33,379.75	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Further develop Community Partnership and Connections program	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader	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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Refine guidance and processes around SSG and Meet The Teacher in line with new DI practices	<input checked="" type="checkbox"/> Assistant principal <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"/> Timetabled planning day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants RCH developmental Paed B Garvey	<input checked="" type="checkbox"/> On-site
COMPASS data PD - PULSE PLCx 2 per term	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	<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"/> Communities of practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLC leaders		<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting		
Develop Staff Communication with Families Guidance and monitor the impact and consistency.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evaluate current SEL programs and trial alternatives to develop a WS SEL prog by the end of the year	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed High Expectation Relating across the school from SPPIKE to do	<input checked="" type="checkbox"/> Leadership team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

Engoori across class groups		to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Regional leadership conferences	Leading With Strength Mark Corrie	
Further embed Structured TEACCHing across the school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> External consultants TEACCH consultants	<input checked="" type="checkbox"/> On-site
PD on PULSE for all staff	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PD refresh goal setting process and assessment scale use	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC focus on moderation of entry level moderation and assessment scale consistent implementation	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC leaders			<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting		
reintroduce teacher timeline and 1:1 feedback sessions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop streamlined PD on AAC	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement Structured TEACCHing PD in Physical Environment and task activity design in streammined approach	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Trial new ILP format for DI students	<input checked="" type="checkbox"/> Administration team	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	DI <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Lookout centre/designated teacher	
In PLC - moderation of ILP goal entry/baseline and build strategies and next steps when goal achieved	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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
Streamlined PD on Social Cognition with combined resource bank linking to communication ILP goals.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site