

2023 Annual Implementation Plan

for improving student outcomes

Coburg Special Developmental School (5261)



Submitted for review by Warren Tofts (School Principal) on 15 December, 2022 at 12:17 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 14 February, 2023 at 04:25 PM
Endorsed by Danny Smith (School Council President) on 15 February, 2023 at 10:45 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	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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	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	

Enter your reflective comments	We have developed in many ways across the last three years of this current Strategic Plan. Even during the pandemic interruptions, we have been able to continue these developments. Specific mention is that of PLC introduction and development across the school that has led to us being invited to be a PLC link school and positively affect network and system structures.
Considerations for 2023	Student voice will be a major part of our 2023 goals, in line with DET initiatives, to close the loop with our current SSP.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve each student's ability to communicate
Target 2.1	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 80%
Target 2.2	<p>By 2023, improve whole school student communication profile scores for:</p> <ul style="list-style-type: none"> ○ Request attention to self/initiate communication from 2.47 (2018 average) to 3.47 ○ Accepting from 2.70 (2018 average) to 3.70 ○ Rejecting from 2.72 (2018 average) to 3.72 ○ Following instructions from 2.40 (2018 average) to 3.40

Target 2.3	By 2023, improve the positive response rate for School Climate factor collective focus on student learning from 63% to 79%
Key Improvement Strategy 2.a Evaluating impact on learning	Deepen staff understanding to assess and use data and evidence to inform point of need teaching and learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop a professional learning community to build practice excellence
Key Improvement Strategy 2.c Curriculum planning and assessment	Implement an agreed whole school approach to teaching and learning in Speaking and Listening
Goal 3	Strengthen each student's emotional and social wellbeing
Target 3.1	By 2023, reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to 20 or less per year.
Target 3.2	By 2023, reduce the average number of unapproved absence days per year from 10.6 to 6.0 days per student
Target 3.3	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ School connectedness (Sense of belonging) from 78% to 83% ○ Sense of inclusion from 83% to 88% ○ Managing bullying from 75% to 80%

Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school framework of tiered positive support
Key Improvement Strategy 3.b Parents and carers as partners	Strengthen the home-school-community partnerships
Goal 4	Empower students to take a lead in their learning
Target 4.1	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ Student voice and agency from 83% to 88% ○ High expectations for success from 67% to 72% ○ Motivation and interest from 67% to 72%
Target 4.2	By 2023, improve the percentage of positive responses for School Staff Survey factor: <ul style="list-style-type: none"> ○ Collective efficacy from 40% to 61%
Target 4.3	By 2023, improve the percentage of positive responses for Parent Opinion Survey factors: <ul style="list-style-type: none"> ○ Student agency and voice from 60% to 70% ○ Student motivation and support from 80% to 86%
Key Improvement Strategy 4.a Empowering students and building school pride	Build staff capability to enable student voice and leadership in learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase to 80%</p>
Improve each student's ability to communicate	No	<p>By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase from 59% to 80%</p>	
		<p>By 2023, improve whole school student communication profile scores for:</p> <ul style="list-style-type: none"> ○ Request attention to self/initiate communication from 2.47 (2018 average) to 3.47 ○ Accepting from 2.70 (2018 average) to 3.70 ○ Rejecting from 2.72 (2018 average) to 3.72 ○ Following instructions from 2.40 (2018 average) to 3.40 	

		By 2023, improve the positive response rate for School Climate factor collective focus on student learning from 63% to 79%	
Strengthen each student's emotional and social wellbeing	No	By 2023, reduce the number of high level incidents for students with behaviour support plans, that are reported as IRIS (Incident Reporting Information System) alerts, from around 30 (in 2019) to 20 or less per year.	
		By 2023, reduce the average number of unapproved absence days per year from 10.6 to 6.0 days per student	
		By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ School connectedness (Sense of belonging) from 78% to 83% ○ Sense of inclusion from 83% to 88% ○ Managing bullying from 75% to 80% 	
Empower students to take a lead in their learning	Yes	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <ul style="list-style-type: none"> ○ Student voice and agency from 83% to 88% ○ High expectations for success from 67% to 72% ○ Motivation and interest from 67% to 72% 	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: <p>Student voice and agency at 75% High expectations for success at 72% Motivation and interest at 78%</p>

		<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <ul style="list-style-type: none"> ○ Collective efficacy from 40% to 61% 	<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <p>Collective efficacy at 75%</p>
		<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> ○ Student agency and voice from 60% to 70% ○ Student motivation and support from 80% to 86% 	<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <p>Student agency and voice at 94% Student motivation and support at 90%</p>

Goal 1	2023 Priorities Goal 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.	
12 Month Target 1.1	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>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>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p>Goal 2</p>	<p>Empower students to take a lead in their learning</p>	
<p>12 Month Target 2.1</p>	<p>By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors:</p> <p>Student voice and agency at 75% High expectations for success at 72% Motivation and interest at 78%</p>	
<p>12 Month Target 2.2</p>	<p>By 2023, improve the percentage of positive responses for School Staff Survey factor:</p> <p>Collective efficacy at 75%</p>	
<p>12 Month Target 2.3</p>	<p>By 2023, improve the percentage of positive responses for Parent Opinion Survey factors:</p> <p>Student agency and voice at 94% Student motivation and support at 90%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build staff capability to enable student voice and leadership in learning</p>	<p>Yes</p>

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.

This closes the loop for our current SSP and will bring together previous work around student voice into more focused 'student led' processes and actions that will assist in them leading their learning more thoroughly.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal 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.			
12 Month Target 1.1	By 2023, the percentage of students who achieve growth within or between bands in Victorian Curriculum Speaking and Listening will increase to 80%			
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Embed PLC inquiry cycles to drive literacy and numeracy improvement.			
Outcomes	Students will have better understanding of their learning goals due to the structure of the IM, particularly through Phase 2 "Communicate Intentions". Teachers will improve their teaching to be more explicit and individualised. They will acknowledge the need for true differentiation based on the broader curriculum rather than just individualised goals. Leaders will support middle leader capacity to steer teams toward supportive programs and data based learning improvements. Community will have opportunities to participate in the direction of the school's growth and development.			
Success Indicators	The use of teacher judgements against the Vic Curriculum within our curriculum tracker, will demonstrate attainment of the targets set at the beginning of the SSP. Moderation between the Tutors and classroom teachers will ensure any gains in one, are generalised across the broader learning environment. CoP documents will demonstrate development of our learning leaders and, in turn, demonstrate increase capacity of our staff. Improved use of the Instructional Model, through observational rounds and peer observation opportunities, will lead to more explicit and focussed teaching and learning.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Use the Tutor program to focus on improvements in literacy learning and communication by employing dual tutors within the Tutor Program to work on both the continuation of broad literacy focus and specific communication focus.</p>	<input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <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
<p>Engage fully in the PLC Link School duties; setting out a yearly timetable of tiered levels of support to network schools in PLC operations.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$75,000.00</p> <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
<p>Re energise the school based PLC process through a two day professional program led by our instructional leaders and regional PLC leaders.</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 3</p>	<p>\$6,000.00</p> <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
Build capacity of the middle leaders through the participation in a Special School network Community of Practice. Instigate onsite actions from the Principal Network CoP, based on developing middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<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
Providing understanding of wellbeing and learning links. Staff professional learning around FISO 2.0, specifically work around embedding the High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 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
Further develop our PLC onsite processes and broaden the use of the Instructional Model within these cycles of Inquiry.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff	<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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To develop both individual and group programs that will support the wellbeing and mental health of our students.			
Outcomes	Students will be happy and fully engaged in their education. Teachers will better understand the wellbeing and mental health needs of their students and collectively across the school. Leaders will have a full understanding of, and deploy, departmental supports that are available. Community members will have access to programs and learning around mental health that will support in strengthening school/home positive interactions.			
Success Indicators	Increased and appropriate use of the Mental Health Practitioner pathways process. Along with the use of the school's Wellbeing and Mental Health booklet. Targets around AToSS will be achieved.			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Participate in the Victorian SWPBS training to improve Tier 1 supports across the school.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Use of planning tool to investigate a range of programs/services from the Mental Health Menu.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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
Specific professional learning given to staff and families around Wellbeing and Mental Health, focussing on the differentiation of mental health and disability.	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 4	<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
Link wellbeing and mental health supports with our Healthy and Respectful Relationships program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
Goal 2	Empower students to take a lead in their learning			
12 Month Target 2.1	By 2023, improve the percentage of positive responses for Student Attitudes to School Survey factors: Student voice and agency at 75% High expectations for success at 72% Motivation and interest at 78%			

12 Month Target 2.2	By 2023, improve the percentage of positive responses for School Staff Survey factor: Collective efficacy at 75%			
12 Month Target 2.3	By 2023, improve the percentage of positive responses for Parent Opinion Survey factors: Student agency and voice at 94% Student motivation and support at 90%			
KIS 1 Empowering students and building school pride	Build staff capability to enable student voice and leadership in learning			
Actions	Further develop the "Student Voice" leader as part of the school Roles and Responsibilities structure - to drive PL on Student Voice within the school.			
Outcomes	Students will have a better sense of how they want the curriculum to look to best suit their needs. They will be engaged and excited about leadership opportunities within the classroom and broader school context. Teachers will have a better understanding of how to release responsibility for learning to the students. The continued use and grounded knowledge of the Instructional Model will support this growing understanding. Leaders will be able to develop a learning plan that supports all staff knowledge of student voice and agency. The community will acknowledge and see how student voice supports the engagement and outcomes of the students through programs and generalised activities.			
Success Indicators	All teachers will be able to use data to elicit how student voice improves agency and use this knowledge to further offer opportunities for students to take the lead in their learning; answering the question "How can this be done contextually at our school?" There will be increased student leadership roles within the school.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Voice Coordinator to develop and present a program of professional learning about student voice at CSDS.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<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
Extend the scope of the communication team to include "Student Voice" actions. The communication team to liaise with Student Voice Coordinator to develop student voice activities within their scope.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student Leadership Coordinator <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide opportunities for student voice, leadership and agency across the school. Set up a student leadership group/s to support student agency in school processes, and document student leadership roles across the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00 <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	\$0.00	\$18,000.00	-\$18,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$18,000.00	-\$18,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Re energise the school based PLC process through a two day professional program led by our instructional leaders and regional PLC leaders.	\$6,000.00
Participate in the Victorian SWPBS training to improve Tier 1 supports across the school.	\$2,000.00
Use of planning tool to investigate a range of programs/services from the Mental Health Menu.	\$4,000.00
Specific professional learning given to staff and families around Wellbeing and Mental Health, focussing on the differentiation of mental health and disability.	\$2,000.00
Provide opportunities for student voice, leadership and agency across the school. Set up a student leadership group/s to support student agency in school processes, and document student leadership roles across the school.	\$4,000.00
Totals	\$18,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Re energise the school based PLC process through a two day professional program led by our instructional leaders and regional PLC leaders.	from: Term 3 to: Term 3	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Participate in the Victorian SWPBS training to improve Tier 1 supports across the school.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> CRT
Use of planning tool to investigate a range of programs/services from the Mental Health Menu.	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Specific professional learning given to staff and families around Wellbeing and Mental Health, focussing on the differentiation of mental health and disability.	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provide opportunities for student voice, leadership and agency across the school. Set up a student leadership group/s to support student agency in school processes, and document student leadership roles across the school.	from: Term 1 to: Term 1	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$18,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Re energise the school based PLC process through a two day professional program led by our instructional leaders and regional PLC leaders.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site TBA
Build capacity of the middle leaders through the participation in a Special School network Community of Practice. Instigate onsite actions from the Principal Network CoP, based on developing middle leaders.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participate in the Victorian SWPBS training to improve Tier 1 supports across the school.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 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"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site