

2022 Annual Implementation Plan

for improving student outcomes

The Austin School (3605)



Submitted for review by Matthew Di Domenico (School Principal) on 06 December, 2021 at 03:16 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 07 February, 2022 at 06:29 PM
Endorsed by Lorna Luke (School Council President) on 16 February, 2022 at 12:15 AM

Self-evaluation Summary - 2022

	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	<p>Positive growth:</p> <ul style="list-style-type: none"> • Use of assessment tools in changing nature of onsite/online learning and teachers being equipped to make appropriate adjustments. • Coaching and Mentoring model implemented with direct link to teacher practice and development. • PLC's maturity matric • Building understanding of parent perspectives in their child's education. <p>The AIP is core to the work we do and continues to direct all activities within the school.</p>
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	Leadership meeting used to collaboratively plan, monitor and reflect on implementation of AIP including PLC inquiries, sub school learning and PD planner.
Considerations for 2022	<ul style="list-style-type: none"> - Need for flexibility in continued uncertain times during the pandemic. - Consolidation of the work started in 2021, with a greater focus on the strategic goals and links with DET priority goals. - Further developing the PLC structure to clearer and deeper inquiry cycles and greater focus on student outcomes. - Program teams using student data to drive learning and teaching as well as using data to make program enhancements. - Staff refining assessment tools to better capture student growth and learning. - Building staff's understanding of student voice and agency within our context. - Refining and further developing our Coaching and Mentoring model to explicitly target the needs of staff. - Developing a new leadership culture with a new team and organisational structure. - Gathering evidence of impact of programs on students and their base schools post completion of program.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student engagement in learning.
Target 2.1	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • Teaching and Learning – Practice Improvement <ul style="list-style-type: none"> ○ Use pedagogical model - from 76.9% (2020) to 85% (2024) ○ Believe peer feedback improves practice - from 69.2% (2020) to 85% (2024) • Teaching and Learning - Implementation <ul style="list-style-type: none"> ○ Moderate assessment tasks together - from 76.9% (2020) to 85% (2024) ○ Promote student ownership of learning goals - from 69.2% (2020) to 85% (2024) • Teaching and Learning - Evaluation <ul style="list-style-type: none"> ○ Understand how to analyse data - from 76.9% (2020) to 85% (2024)

Target 2.2

ATOSS - Student Survey (school adapted)

Mean targets for each program by 2024:

- **Variable**
 - Teacher Effectiveness
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Empathy
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Teacher Expectations
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+
 - LEAP - 6+
 - Stimulating learning
 - CIP - 6+
 - AIP - 6+
 - REV - 6+
 - SEP - 6+
 - Wards - 6+

	<ul style="list-style-type: none"> ▪ LEAP - 6+
Target 2.3	<p>ILP Goals</p> <p>By 2024, 95% of students will achieve their ILP goals.</p>
Key Improvement Strategy 2.a Building practice excellence	Build and embed a pedagogical model/ framework across the school
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity through collaboration to utilise data and a range of assessment strategies
Key Improvement Strategy 2.c Empowering students and building school pride	Build teacher capacity to activate student agency and voice
Goal 3	To improve student wellbeing
Target 3.1	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Collective efficacy - from 65% (2020) to 73% (2024) • School Leadership <ul style="list-style-type: none"> ○ Parent and community involvement, engagement, and outreach - no data (2020) to 85% (2024)

Target 3.2

ATOSS - Student Survey (school adapted)

Mean targets for each program by 2024:

Variable

- School Connectedness
 - CIP - 5+
 - AIP - 5+
 - REV - 5+
 - SEP - 5+
 - Wards - 5+
 - LEAP - 5+
- Connectedness to Peers
 - CIP - 5+
 - AIP - 5+
 - REV - 5+
 - SEP - 5+
 - Wards - 6+
 - LEAP - 6+
- Student Motivation
 - CIP - 5+
 - AIP - 5+
 - REV - 6+
 - SEP - 5+
 - Wards - 6+
 - LEAP - 6+

Target 3.3

POS -Parent Survey (school adapted)

	<p>Parent community engagement factors and means:</p> <p>Factor</p> <ul style="list-style-type: none"> • There is effective two-way communication between the teachers and parents at this school (Q. 12) - 4.64 mean (2020) to 5.0 mean (2024) • Teachers communicate with me often enough about my child’s progress (Q. 14) - 4.36 mean (2020) to 5.0 mean (2024) • Teachers provide useful feedback and respond to the learning needs of my child (Q. 15) - 4.44 mean (2020) to 5.0 mean (2024) • This school celebrates student achievements in all areas (Q. 24) - 4.36 mean (2020) to 5.0 mean (2024)
<p>Key Improvement Strategy 3.a Parents and carers as partners</p>	<p>Strengthen the parent/school relationship</p>
<p>Key Improvement Strategy 3.b Networks with schools, services and agencies</p>	<p>Strengthen networks with schools, services, and agencies</p>
<p>Key Improvement Strategy 3.c Health and wellbeing</p>	<p>Build the capacity of schools in supporting student wellbeing</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School Staff Survey: (% Endorsement) Believe peer feedback improves practice - 75% Moderate assessment tasks together - 80% Promote student ownership of learning goals - 75% Understand how to analyse data - 80% Collective efficacy - 67% Parent and community involvement, engagement, and outreach - 75%</p> <p>ATOSS: Teacher Empathy - 6+ in all programs Teacher Expectations - 6+ in all programs</p> <p>ILP Goals: 90% of students will achieve their ILP goals.</p> <p>Parent Opinion Survey: Teachers provide useful feedback and respond to the learning needs of my child - 4.60 This school celebrates student achievements in all areas - 4.60</p>

To improve student engagement in learning.	Yes	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p> <ul style="list-style-type: none"> • Teaching and Learning – Practice Improvement <ul style="list-style-type: none"> ○ Use pedagogical model - from 76.9% (2020) to 85% (2024) ○ Believe peer feedback improves practice - from 69.2% (2020) to 85% (2024) • Teaching and Learning - Implementation <ul style="list-style-type: none"> ○ Moderate assessment tasks together - from 76.9% (2020) to 85% (2024) ○ Promote student ownership of learning goals - from 69.2% (2020) to 85% (2024) • Teaching and Learning - Evaluation <ul style="list-style-type: none"> ○ Understand how to analyse data - from 76.9% (2020) to 85% (2024) 	<p>School Staff Survey: (% Endorsement)</p> <p>Use pedagogical model - 80%</p> <p>Believe peer feedback improves practice 75%</p> <p>Moderate assessment tasks together - 80%</p> <p>Promote student ownership of learning goals - 75%</p> <p>Understand how to analyse data - 80%</p>
		<p>ATOSS - Student Survey (school adapted)</p> <p>Mean targets for each program by 2024:</p> <ul style="list-style-type: none"> • Variable <ul style="list-style-type: none"> ○ Teacher Effectiveness <ul style="list-style-type: none"> ▪ CIP - 6+ ▪ AIP - 6+ ▪ REV - 6+ ▪ SEP - 6+ ▪ Wards - 6+ ▪ LEAP - 6+ ○ Teacher Empathy <ul style="list-style-type: none"> ▪ CIP - 6+ 	<p>ATOSS:</p> <p>Teacher Effectiveness - 6+ in all programs</p> <p>Teacher Empathy - 6+ in all programs</p> <p>Teacher Expectations - 6+ in all programs</p> <p>Stimulating Learning - CIP 4.5, AIP 5.4, REV 5.3, SEP 5.5, Wards 6+, LEAP 6.0</p>

		<ul style="list-style-type: none"> ▪ AIP - 6+ ▪ REV - 6+ ▪ SEP - 6+ ▪ Wards - 6+ ▪ LEAP - 6+ ○ Teacher Expectations <ul style="list-style-type: none"> ▪ CIP - 6+ ▪ AIP - 6+ ▪ REV - 6+ ▪ SEP - 6+ ▪ Wards - 6+ ▪ LEAP - 6+ ○ Stimulating learning <ul style="list-style-type: none"> ▪ CIP - 6+ ▪ AIP - 6+ ▪ REV - 6+ ▪ SEP - 6+ ▪ Wards - 6+ ▪ LEAP - 6+ 	
		<p>ILP Goals</p> <p>By 2024, 95% of students will achieve their ILP goals.</p>	<p>ILP Goals: 90% of students will achieve their ILP goals.</p>
To improve student wellbeing	No	<p>School Staff Survey (SSS)</p> <p>Increase the percent positive endorsement of teachers from 2020 to 2024 in the following factors:</p>	

		<ul style="list-style-type: none"> • School Climate <ul style="list-style-type: none"> ○ Collective efficacy - from 65% (2020) to 73% (2024) • School Leadership <ul style="list-style-type: none"> ○ Parent and community involvement, engagement, and outreach - no data (2020) to 85% (2024) 	
		<p>ATOSS - Student Survey (school adapted)</p> <p>Mean targets for each program by 2024:</p> <p>Variable</p> <ul style="list-style-type: none"> • School Connectedness <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ ○ REV - 5+ ○ SEP - 5+ ○ Wards - 5+ ○ LEAP - 5+ • Connectedness to Peers <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ ○ REV - 5+ ○ SEP - 5+ ○ Wards - 6+ ○ LEAP - 6+ • Student Motivation <ul style="list-style-type: none"> ○ CIP - 5+ ○ AIP - 5+ 	

- REV - 6+
- SEP - 5+
- Wards - 6+
- LEAP - 6+

POS -Parent Survey (school adapted)

Parent community engagement factors and means:

Factor

- There is effective two-way communication between the teachers and parents at this school (Q. 12) - 4.64 mean (2020) to 5.0 mean (2024)
- Teachers communicate with me often enough about my child's progress (Q. 14) - 4.36 mean (2020) to 5.0 mean (2024)
- Teachers provide useful feedback and respond to the learning needs of my child (Q. 15) - 4.44 mean (2020) to 5.0 mean (2024)
- This school celebrates student achievements in all areas (Q. 24) - 4.36 mean (2020) to 5.0 mean (2024)

Goal 1

2022 Priorities Goal

Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a

	learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	<p>School Staff Survey: (% Endorsement)</p> <p>Believe peer feedback improves practice 75%</p> <p>Moderate assessment tasks together - 80%</p> <p>Promote student ownership of learning goals - 75%</p> <p>Understand how to analyse data - 80%</p> <p>Collective efficacy - 67%</p> <p>Parent and community involvement, engagement, and outreach - 75%</p> <p>ATOSS:</p> <p>Teacher Empathy - 6+ in all programs</p> <p>Teacher Expectations - 6+ in all programs</p> <p>ILP Goals:</p> <p>90% of students will achieve their ILP goals.</p> <p>Parent Opinion Survey:</p> <p>Teachers provide useful feedback and respond to the learning needs of my child - 4.60</p> <p>This school celebrates student achievements in all areas - 4.60</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.</p>	
<p>Goal 2</p>	<p>To improve student engagement in learning.</p>	
<p>12 Month Target 2.1</p>	<p>School Staff Survey: (% Endorsement) Use pedagogical model - 80% Believe peer feedback improves practice 75% Moderate assessment tasks together - 80% Promote student ownership of learning goals - 75% Understand how to analyse data - 80%</p>	
<p>12 Month Target 2.2</p>	<p>ATOSS: Teacher Effectiveness - 6+ in all programs Teacher Empathy - 6+ in all programs Teacher Expectations - 6+ in all programs Stimulating Learning - CIP 4.5, AIP 5.4, REV 5.3, SEP 5.5, Wards 6+, LEAP 6.0</p>	
<p>12 Month Target 2.3</p>	<p>ILP Goals: 90% of students will achieve their ILP goals.</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Building practice excellence</p>	<p>Build and embed a pedagogical model/ framework across the school</p>	<p>Yes</p>
<p>KIS 2 Evaluating impact on learning</p>	<p>Build teacher capacity through collaboration to utilise data and a range of assessment strategies</p>	<p>No</p>
<p>KIS 3</p>	<p>Build teacher capacity to activate student agency and voice</p>	<p>No</p>

<p>Empowering students and building school pride</p>		
<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>To deepen staff's knowledge of pedagogy and ways in which it can be implemented. To enhance the program offerings at The Austin School to better suit the learning needs of students.</p>	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	School Staff Survey: (% Endorsement) Believe peer feedback improves practice 75% Moderate assessment tasks together - 80% Promote student ownership of learning goals - 75% Understand how to analyse data - 80% Collective efficacy - 67% Parent and community involvement, engagement, and outreach - 75% ATOSS: Teacher Empathy - 6+ in all programs Teacher Expectations - 6+ in all programs ILP Goals: 90% of students will achieve their ILP goals. Parent Opinion Survey: Teachers provide useful feedback and respond to the learning needs of my child - 4.60 This school celebrates student achievements in all areas - 4.60
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	PLC will focus on enhancing teacher capacity to use cohort data to respond to trends and refine programs.
Outcomes	Leaders will: -Identify impact of all programs on student engagement. -Know what tools and data are used by each program and their impact on student engagement and learning.

	<p>-Identify programs and interventions developed and implemented across the school based on data collected.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> -Identify areas of student need and alter program to target these needs from data and information collected. -Track student engagement and growth outcomes. -Implement and/or develop relevant targeted assessment tools. -Identify impact of program on student engagement and learning. <p>Students will:</p> <ul style="list-style-type: none"> -Demonstrate improved engagement and personal and social competencies. -Identify strategies to support them at school. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> -Improvement in program assessment tools. -Improved attendance data. -Teachers able to identify relevant data collection tools. <p>Late indicators:</p> <ul style="list-style-type: none"> -Demonstrated improved outcomes through engaging in increasingly targeted learning programs. -Base schools reporting increased school attendance and engagement in learning. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership to review the suite of relevant school based assessments.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Programs to review assessment tools and refine if required.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a school wide assessment schedule.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Collect, collate and compare data to reflect individual and cohort engagement, growth and learning termly and annually.	<input checked="" type="checkbox"/> Teacher(s)	<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
Ongoing review and refinement of assessment tools.	<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
Ongoing use of the PLC and Inquiry Cycle to build teacher capacity in collecting, interpreting and responding to data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop teacher capacity to activate student agency and voice.			
Outcomes	<p>Leaders will: -Facilitate professional development to teachers in the areas of student voice and agency.</p> <p>Teachers will: -Understand concepts of agency and voice. -Identify how student agency is reflected in their program -Identify and implement strategies within programs which prove to have the greatest impact on student voice and agency. -Consider and modify programs and transition pathways based on student feedback.</p> <p>Students will: -Voice their learning and understandings. -Identify their goals and ways to achieve them.</p>			
Success Indicators	<p>Early indicators: Staff reflecting on existing elements of student voice in their programs. Review of the Student Voice Audit.</p> <p>Late indicators: Staff reflect on programs and identify opportunities for developing student agency within their program. Feedback from students and schools post program indicate increased ability of students to advocate their needs.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Refresh teacher knowledge and understanding of student voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Program audit of student voice and agency.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers explore how student agency is developed within the program.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$5,000.00 <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
Teachers will scaffold and differentiate opportunities for student agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" 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
Include targeted questions in survey to stakeholders for feedback on student voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<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
Goal 2	To improve student engagement in learning.			
12 Month Target 2.1	School Staff Survey: (% Endorsement) Use pedagogical model - 80% Believe peer feedback improves practice 75% Moderate assessment tasks together - 80% Promote student ownership of learning goals - 75% Understand how to analyse data - 80%			
12 Month Target 2.2	ATOSS: Teacher Effectiveness - 6+ in all programs Teacher Empathy - 6+ in all programs Teacher Expectations - 6+ in all programs Stimulating Learning - CIP 4.5, AIP 5.4, REV 5.3, SEP 5.5, Wards 6+, LEAP 6.0			
12 Month Target 2.3	ILP Goals: 90% of students will achieve their ILP goals.			
KIS 1 Building practice excellence	Build and embed a pedagogical model/ framework across the school			
Actions	Explore pedagogical models which suit The Austin School's context.			
Outcomes	Leaders will: -Identify relevant models/frameworks to suit the school's context. -Facilitate PD for staff connected to pedagogy. Teachers will: -Engage the PD opportunities. -Identify best practice in how our students learn. -Reflect on models presented and implications for teaching practice.			

Success Indicators	<p>Early indicators: -Provision of PD relating to models. -Engagement in professional discussions.</p> <p>Late indicators: -Teachers will articulate how students best learn in our school and pedagogical models to suit. -School will identify preferred model.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Research pedagogical models.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <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
Staff workshop focussing on how our learners learn.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Present research findings within leadership team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
PD to staff around various models.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Staff reflection in sub school teams of models, what are their elements and how can we link our findings of how students best learn in our setting.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>Whole staff discussion and workshops on adopting/developing model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$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
Total	\$5,000.00	\$5,000.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Refresh teacher knowledge and understanding of student voice and agency.	\$5,000.00
PD to staff around various models.	\$5,000.00
Totals	\$10,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Refresh teacher knowledge and understanding of student voice and agency.	from: Term 1 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

PD to staff around various models.	from: Term 3 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$5,000.00	

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
Totals		\$0.00	

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
Collect, collate and compare data to reflect individual and cohort engagement, growth and learning termly and annually.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Refresh teacher knowledge and understanding of student voice and agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <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"/> On-site
Teachers explore how student agency is developed within the program.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
Teachers will scaffold and differentiate opportunities for student agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site
Research pedagogical models.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> Off-site School Visits PD Opportunities Online Research
Staff workshop focussing on how our learners learn.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>PD to staff around various models.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Whole staff discussion and workshops on adopting/developing model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site