

2023 Annual Implementation Plan

for improving student outcomes

The Austin School (3605)



Submitted for review by Matthew Di Domenico (School Principal) on 14 December, 2022 at 12:33 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 02 February, 2023 at 04:41 PM
Endorsed by Lorna Luke (School Council President) on 15 February, 2023 at 11:54 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	Embedding
	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	Embedding
	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"> • Staff development in their capacity and understanding in the explicit skills taught within the school to be able to further target specific needs of students. • Staff engagement in the school's pedagogical model, articulating the work that occurs within the school and how we engage with students, families, school and the wider school community. • PLC's are working with regional coach and leaders have a greater understanding of the PLC process and how to run effective inquiry cycles.
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	<ul style="list-style-type: none"> • 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. Leadership meeting used to collaboratively plan, monitor and reflect on implementation of AIP including PLC inquiries, sub school learning and PD planner.</p>
<p>Considerations for 2023</p>	<ul style="list-style-type: none"> - Consolidation of the work started in 2022, with a greater focus the individual areas and exploring the micro learning opportunities within each portfolio to support teacher engagement and learning. - Further developing the PLC structure and work with the regional coach to enhance our process and roles within PLCS and engagement with inquiry cycles for 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, especially with a greater focus on skill-based development. - Further enhancements to our Coaching and Mentoring model to explicitly target the needs of staff. - Further engagement with the pedagogical model to enhance our school's offerings and articulate the work we do and how we do it. - Developing a new leadership culture with a new team and portfolio areas. - Gathering evidence of impact of programs on students and their base schools post completion of program.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>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.</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	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>
<p>Key Improvement Strategy 2.a Building practice excellence</p>	Build and embed a pedagogical model/ framework across the school
<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	Build teacher capacity through collaboration to utilise data and a range of assessment strategies
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	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>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>	<p>Yes</p>	<p>Support for the 2023 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 - 87% Moderate assessment tasks together - 92% Promote student ownership of learning goals - 80% Understand how to analyse data - 80% Collective efficacy - 65% 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: 95% 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 – 5.0 This school celebrates student achievements in all areas – 5.0</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 - 70%</p> <p>Believe peer feedback improves practice 87%</p> <p>Moderate assessment tasks together - 92%</p> <p>Promote student ownership of learning goals - 80%</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>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>95% of students will achieve their ILP goals.</p>
<p>To improve student wellbeing</p>	<p>No</p>	<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

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.

<p>12 Month Target 1.1</p>	<p>School Staff Survey: (% Endorsement) Believe peer feedback improves practice 87% Moderate assessment tasks together - 92% Promote student ownership of learning goals - 80% Understand how to analyse data - 80% Collective efficacy - 65% 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: 95% 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 – 5.0 This school celebrates student achievements in all areas – 5.0</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	
<p>KIS 1 Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>	
<p>KIS 2 Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	

Goal 2	To improve student engagement in learning.	
12 Month Target 2.1	School Staff Survey: (% Endorsement) Use pedagogical model - 70% Believe peer feedback improves practice 87% Moderate assessment tasks together - 92% Promote student ownership of learning goals - 80% Understand how to analyse data - 80%	
12 Month Target 2.2	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	95% of students will achieve their ILP goals.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build and embed a pedagogical model/ framework across the school	Yes
KIS 2 Evaluating impact on learning	Build teacher capacity through collaboration to utilise data and a range of assessment strategies	Yes
KIS 3 Empowering students and building school pride	Build teacher capacity to activate student agency and voice	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

To deepen staff's knowledge of The Austin School's pedagogical model and build their capacity to develop, implement and articulate the school's model to the wider community.
To build the capacity of staff to work in effective PLCs to deep dive into the specific learning needs of our students in order to develop skill based learning sequences. This will enhance the the school's program offerings and allow for increased positive student outcomes.

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>School Staff Survey: (% Endorsement) Believe peer feedback improves practice 87% Moderate assessment tasks together - 92% Promote student ownership of learning goals - 80% Understand how to analyse data - 80% Collective efficacy - 65% 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: 95% 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 – 5.0 This school celebrates student achievements in all areas – 5.0</p>
<p>KIS 1 Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<p>Build staff capacity to understand and interpret school-based data tools. Support staff to action improvement strategies that enhance learning opportunities and improve student outcomes.</p>
<p>Outcomes</p>	<p>Leaders will: Develop and manage The Austin School’s data collection calendar and survey forms. Implement coaching and professional development to build and support staff capacity to interpret data and action areas for improvement. Present cohort and whole school data to various teams across the school.</p>

	<p>Support staff to strengthen parent/school relationships through collecting regular, timely and program-specific feedback.</p> <p>Teachers will: Participate in a data collection tool audit. Collaborate within program teams to determine and document how program data collection is intended to be collected (fidelity). Collaborate within program teams to collect data as intended (fidelity). Collaborate within program teams to interpret and respond to data. Support parents to engage in regular, timely and program-specific feedback through data collection processes.</p> <p>Students will: Engage with and contribute to data sets. Have enhanced outcomes and experiences within programs. Be provided with differentiated opportunities and reasonable adjustments to engage in the data collection process. Understand, where appropriate, what data is being collected, why it is being collected, when it will be collected and the purpose of collecting the data.</p>
<p>Success Indicators</p>	<p>Early: Teachers will be familiar with relevant data sets. Documentation of the various data sets. Development of The Austin School’s data collection calendar. Development of program-specific list of data-collection tools. Term 1 and 2 data is collated and presented to various teams across school. Data collection tool audit completed. Documentation of program-specific data collection fidelity.</p> <p>Late: Implementation of successful modification based on data. Increased data literacy and confidence of teacher judgements Increased percentage of total students in programs contributing to relevant data sets. Programs will be able to use data collected throughout the year to reflect on program strengths and opportunities moving forward. This can assist with the development of end of year program reports. Development of sub-school bank of data-collection tools. Increased understanding of parent feedback and data will support programs to consolidate program objectives, provide intentional support and make necessary adjustments. Consistent data collected each term will enable teachers to reflect on results and trends throughout the year.</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop the Austin School's data collection schedule / calendar	<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
Provide professional learning opportunities	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Present cohort and whole school data to various teams across the school.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$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
Staff will engage in a data collection tool audit.	<input checked="" type="checkbox"/> All Staff	<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
Program teams will determine and document how program data collection is intended to be collected, interpreted and enhanced.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(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
Staff will support parents to engage in regular, timely and program-specific feedback through data collection processes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(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 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To increase teacher capacity to utilise and teach a skills based approach to social and emotional learning.			
Outcomes	Leaders will: Identify areas of staff need for further development. Provide professional learning opportunities relating to skill based learning. Update peer observation documentation to reflect focus on skill based learning. Support staff to update student outcome data methods eg rubric. Teachers will: Complete skills based audit of student SEL needs. Be able to identify relevant skills for further development. Plan for and implement skill based SEL in their programs and reviewed program curriculum.			

	<p>Update program rubrics or other data collection methods to reflect focus on school based interventions. Evaluate impact of skills based interventions on student's SEL outcomes. IEPs will reflect SEL skill development.</p> <p>Students will: Be supported to learn at their point of need. Demonstrate improvement in their SEL skills learning outcomes.</p>			
Success Indicators	<p>Early: Collation of SEL skill based audits. Peer observations will reflect a focus on skill based development. Curriculum documentation will show plans for SEL skills.</p> <p>Late: The Austin School have commenced the establishment of a bank of SEL skills. Reviewed rubrics and other data collection methods to reflect skills based approach. Teachers have engaged with CASEL model and Vic Curriculum. Peer observation documentation reflects how staff are embedding skills based practise for SEL development.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a professional learning plan to support the implementation of SEL skills based learning.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Ongoing use of the skills audit.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading 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
Refresh peer observation templates with a focus on SEL.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<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
Development of SEL skill bank.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading 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
Updating of program rubrics.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 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 - 70% Believe peer feedback improves practice 87% Moderate assessment tasks together - 92% Promote student ownership of learning goals - 80% Understand how to analyse data - 80%			
12 Month Target 2.2	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	95% of students will achieve their ILP goals.			
KIS 1 Building practice excellence	Build and embed a pedagogical model/ framework across the school			
Actions	Strengthen the whole school's understanding and implementation of The Austin School's pedagogical model.			
Outcomes	<p>Leaders will: Support the continuous development, documentation, and revision of the model. Support staff to strategically connect the areas of the model. Provide professional learning opportunities relating to pedagogy within the school. Present the agreed model to the school community.</p> <p>Teachers will: Participate in professional learning. Contribute to discussions and the development of the model. Reference the model to support program planning and processes.</p> <p>Students will: Will be supported by the learning and resources with the model's implementation.</p>			
Success Indicators	<p>Early: The school has identified an agreed upon model. Teachers can name components of the model and describe them.</p> <p>Late: Teachers will confidently and accurately identify components of the school's pedagogical model. Teachers make connections between the pedagogical model and program development. Understand the ways in which our school meets each of the components of the model.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Develop a professional learning plan to support the development and implementation of the model.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document and revisit processes and development of the model during professional learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<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
Engage the sub school to refine and provide input to the areas of the model.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<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 model during Leadership meetings for updates and review.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide a whole school meeting time to share and celebrate agreed model.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 4 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 Evaluating impact on learning	Build teacher capacity through collaboration to utilise data and a range of assessment strategies			
Actions	Build staff capacity in their knowledge and understanding of effective PLCs to strengthen teaching practice.			
Outcomes	<p>Leaders will: Identify areas of development for staff and implement appropriate support. Engage with regional supports. Support the continuous development of PLC structure and its work.</p> <p>Teachers will: Identify participate in discussions and collaboratively reflect on data sets. Be able to take on the various roles within the PLC.</p> <p>Students will: Achieve greater targeted outcomes from strengthened teaching practice. Experience a change in program to better support areas of need.</p>			
Success Indicators	<p>Early: Norms have been established with PLCs. Teachers articulate the various roles within the PLC and engage with others to implement these.</p> <p>Late: All staff understand the goals of PLC's and their role within it. PLCs understand and effectively work through the inquiry cycle. Teachers communicate improvements to students and families.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the PLC inquiry cycle approach.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Engage with regional staff to support PLC implementation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<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
Define roles and update processes for collaboration between teachers.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
Ongoing refinement of PLCs within the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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

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	\$5,000.00	-\$5,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$27,861.25	-\$27,861.25
Total	\$0.00	\$32,861.25	-\$32,861.25

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan to support the implementation of SEL skills based learning.	\$10,000.00
Develop a professional learning plan to support the development and implementation of the model.	\$5,000.00
Totals	\$15,000.00

Activities and Milestones - Equity Funding

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

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
Develop a professional learning plan to support the implementation of SEL skills based learning.	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Body Kind Education (Butterfly Foundation) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Develop a professional learning plan to support the development and implementation of the model.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Making SPACE for Learning (Australian Childhood Foundation) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$15,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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Acquire resources to support SWPBS implementation for students within programs.	\$5,000.00
Training for staff in responding to the needs of young people with mental health issues	\$13,000.00
Totals	\$18,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Acquire resources to support SWPBS implementation for students within programs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Assets
Training for staff in responding to the needs of young people with mental health issues	from: Term 3 to: Term 4	\$0.00	
Totals		\$5,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Acquire resources to support SWPBS implementation for students within programs.	from: Term 1 to: Term 4		
Training for staff in responding to the needs of young people with mental health issues	from: Term 3		

	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Acquire resources to support SWPBS implementation for students within programs.	from: Term 1 to: Term 4	\$0.00	
Training for staff in responding to the needs of young people with mental health issues	from: Term 3 to: Term 4	\$12,861.25	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Mental Health First Aid Australia) <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar) ○ Employ CRT to release staff member
Totals		\$12,861.25	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning opportunities	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Present cohort and whole school data to various teams across the school.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan to support the implementation of SEL skills based learning.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Mental Health Menu Fund activity	<input checked="" type="checkbox"/> Off-site Onsite learning by leaders Offsite staff PD to enhance knowledge of SEL within our setting.
Refresh peer observation templates with a focus on SEL.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop a professional learning plan to support the development and implementation of the model.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Other schools Mental Health Menu Fund activity <input checked="" type="checkbox"/> Departmental resources FISO2.0 <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Document and revisit processes and development of the model during professional learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Review the PLC inquiry cycle approach.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> On-site
Engage with regional staff to support PLC implementation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
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