

# 2025 Annual Implementation Plan

## for improving student outcomes

The Austin School (3605)



Submitted for review by Lucia Garzarella (School Principal) on 04 February, 2025 at 01:24 PM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 05 February, 2025 at 02:32 PM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Evolving
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Embedding
	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	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	
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<b>Future planning</b>	<p>We have completed a review of programs and published complete overviews of programs delivered. We will continue the work around formalising out approaches to curriculum development, program delivery and the improvement of teacher practice.</p> <p>Student IEPs have continued to develop to include student lead goals and describe adjustments and supports provided.</p> <p>The school's pedagogical model has been completed. We will continue to develop and embed the instructional component of the school's pedagogical model to reflect the high impact learning strategies of the VTLM 2.0. This will include building the capability of teachers and ES staff.</p> <p>We continue to strengthen networks with schools, services, and agencies. Our participation in secondary consults has grown to meet the needs of schools from a wider network.</p> <p>Improvement of how the school monitors student growth and engagement will continue to be a future focus.</p>
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student engagement to maximise their wellbeing.	Yes	By 2028, increase the overall student outpatient program completion rate from 71% (2023) to 80%.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  To increase the overall student outpatient program completion rate - 75% School Staff Survey: (% Endorsement) Believe peer feedback improves practice - 85% Moderate assessment tasks together - 85% Collective efficacy - 85% Parent and community involvement, engagement, and outreach - 85% AtoSS: Teacher Effectiveness - baseline data to be determined Stimulating Learning - baseline data to be determined Parent Opinion Survey: Teachers provide useful feedback and respond to the learning needs of my child - 4.5 This school celebrates student achievements in all areas - 4.5
		By 2028, increase positive endorsement for specified factors relating to student engagement and wellbeing (to be determined). The school will redevelop its AtoSS-adapted student opinion survey and insert baseline data in 2025.	AToSS: Teacher Empathy - baseline data to be determined Teacher Expectations - baseline data to be determined

		By 2028, increase positive endorsement for the Base School Survey factor; The Austin School to base school communication from 50% (2023) to 75%.	To increase positive endorsement for the Base School Survey factor - 55%
		By 2028, maintain positive endorsement for the following School Staff Survey factors: <ul style="list-style-type: none"> <li>• Parent and community involvement (90% in 2023)</li> <li>• Use student feedback to improve practice (100% in 2023)</li> <li>• Promote student ownership of learning goals (100% in 2023).</li> </ul>	School Staff Survey: (% Endorsement)Parent and community involvement - 85%Use student feedback to improve practice - 85%Promote student ownership of learning goals - 85%
To improve student learning outcomes.	Yes	By 2028, maintain student Individual Education Plan goal achievement (96% in 2023).	IEP Goals:90% of students will achieve their IEP goals.Programs can identify student growth within program rubrics each term and across the year
		By 2028, maintain or increase positive endorsement in the School Staff Survey for the following factors: <ul style="list-style-type: none"> <li>• Understand how to analyse data from 86% (2023) to 90%</li> <li>• Use pedagogical model (93% in 2023)</li> <li>• Guaranteed and viable curriculum (98% in 2023)</li> <li>• Knowledge of high impact teaching strategies (100% in 2023).</li> </ul>	School Staff Survey: (% Endorsement)Understand how to analyse data from - 85%Use pedagogical model - 85%Guaranteed and viable curriculum - 85%Knowledge of high impact teaching strategies - 85%

<b>Goal 1</b>	<b>To improve student engagement to maximise their wellbeing.</b>
<b>12-month target 1.1</b>	To increase the overall student outpatient program completion rate - 75%

	School Staff Survey: (% Endorsement) Believe peer feedback improves practice - 85% Moderate assessment tasks together - 85% Collective efficacy - 85% Parent and community involvement, engagement, and outreach - 85%  AtoSS: Teacher Effectiveness - baseline data to be determined Stimulating Learning - baseline data to be determined  Parent Opinion Survey: Teachers provide useful feedback and respond to the learning needs of my child - 4.5 This school celebrates student achievements in all areas - 4.5	
<b>12-month target 1.2</b>	AToSS: Teacher Empathy - baseline data to be determined Teacher Expectations - baseline data to be determined	
<b>12-month target 1.3</b>	To increase positive endorsement for the Base School Survey factor - 55%	
<b>12-month target 1.4</b>	School Staff Survey: (% Endorsement) Parent and community involvement - 85% Use student feedback to improve practice - 85% Promote student ownership of learning goals - 85%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Leadership	Develop opportunities across the school for students to codesign their learning.	Yes
<b>KIS 1.b</b> Engagement	Strengthen partnerships with key stakeholders.	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.	Consolidating teacher capacity to activate student voice and agency in short term programs. Student voice and agency is essential to student outcomes. Provide opportunities for staff to develop and to respond to targeted assessment tools to better capture student voice and agency and its' impact on growth and learning. To deepen staff's knowledge of the VTLM 2.0 and consider the elements of learning and teaching.	
<b>Goal 2</b>	<b>To improve student learning outcomes.</b>	
<b>12-month target 2.1</b>	IEP Goals: 90% of students will achieve their IEP goals. Programs can identify student growth within program rubrics each term and across the year	
<b>12-month target 2.2</b>	School Staff Survey: (% Endorsement) Understand how to analyse data from - 85% Use pedagogical model - 85% Guaranteed and viable curriculum - 85% Knowledge of high impact teaching strategies - 85%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	To develop and embed an evidence-based schoolwide instructional model.	No
<b>KIS 2.b</b> Leadership	To maximise the use of data to inform planning and evaluate outcomes.	Yes
<b>KIS 2.c</b> Leadership	To review and maintain a high-quality curriculum.	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>To use 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.</p> <p>To enhance the program offerings at The Austin School to better suit the learning needs of students.</p> <p>To deepen staff's knowledge of pedagogy and ways in which it can be implemented to improve student learning outcomes.</p> <p>To deepen staff's knowledge of the VTLM 2.0 to consider program design.</p>
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## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To improve student engagement to maximise their wellbeing.
<b>12-month target 1.1</b>	<p>To increase the overall student outpatient program completion rate - 75%</p> <p>School Staff Survey: (% Endorsement)          Believe peer feedback improves practice - 85%          Moderate assessment tasks together - 85%          Collective efficacy - 85%          Parent and community involvement, engagement, and outreach - 85%</p> <p>AtoSS:          Teacher Effectiveness - baseline data to be determined          Stimulating Learning - baseline data to be determined</p> <p>Parent Opinion Survey:          Teachers provide useful feedback and respond to the learning needs of my child - 4.5          This school celebrates student achievements in all areas - 4.5</p>
<b>12-month target 1.2</b>	<p>AtoSS:          Teacher Empathy - baseline data to be determined          Teacher Expectations - baseline data to be determined</p>
<b>12-month target 1.3</b>	To increase positive endorsement for the Base School Survey factor - 55%
<b>12-month target 1.4</b>	<p>School Staff Survey: (% Endorsement)          Parent and community involvement - 85%          Use student feedback to improve practice - 85%          Promote student ownership of learning goals - 85%</p>
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared	Develop opportunities across the school for students to codesign their learning.

goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Actions</b>	<p>Develop teacher capacity to activate student agency and voice to improve engagement.</p> <p>Explore the explicit teaching of self-awareness and communication skills to support student voice and agency.</p> <p>Review program overviews to reflect opportunities for student codesign in their learning.</p>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Facilitate professional learning for teachers in the areas of student engagement.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Understand concepts of student engagement</li> <li>- Understand concepts of elements of learning</li> <li>- Understand concepts of elements of teaching</li> <li>- Program planning will reflect teaching of self-awareness and communication skills to support student voice and agency</li> <li>- Actively engage students in the codesign of program elements</li> <li>- Identify and implement strategies within programs which prove to have the greatest impact on student engagement</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Identify their personal and social capability goals and ways to achieve them</li> <li>- Achieve attendance goals</li> <li>- Understand learning intentions and success criteria for each session</li> <li>- Be provided with opportunities to codesign elements of their program</li> </ul>
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Staff reflecting on existing elements of learning and teaching in their programs</li> <li>- Student reflections through school adapted AToSS</li> <li>- Program specific student feedback (formative and summative)</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Staff are able to identify and evaluate opportunities provided to students to improve student agency</li> <li>- Increased attendance and engagement in Austin School programs</li> <li>- Feedback from students and schools post program indicate increased engagement in base school programs</li> </ul>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Plan and plot allocated time for professional learning for staff to understand the VTLM 2.0 - elements of learning and - elements of teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Develop a professional learning plan to develop a school adapted AToSS for all students	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Allocate time during leadership meetings to review IEP current practice and plan next steps	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Plan staff professional learning in regards to IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Allocate time for teachers to review current practice in creating and reviewing student goals.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2

	<input checked="" type="checkbox"/> Learning specialist(s)			Funding will be used
Provide professional learning to all staff in relation to trauma-informed practice, mental health, student engagement and learning outcomes	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate formative and summative student self-assessment tools	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Other funding will be used
Sub-school meeting agenda item to address student feedback processes.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students to complete AToSS on completion of program.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students will complete program specific feedback survey during program.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<b>Goal 2</b>	To improve student learning outcomes.
<b>12-month target 2.1</b>	IEP Goals: 90% of students will achieve their IEP goals. Programs can identify student growth within program rubrics each term and across the year
<b>12-month target 2.2</b>	School Staff Survey: (% Endorsement) Understand how to analyse data from - 85% Use pedagogical model - 85% Guaranteed and viable curriculum - 85% Knowledge of high impact teaching strategies - 85%
<b>KIS 2.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	To maximise the use of data to inform planning and evaluate outcomes.
<b>Actions</b>	Utilise PLCs to focus on enhancing teacher capacity to use cohort data to respond to trends and improve programs. Utilise sub-school meetings to share program data (formative and summative) to evaluate student learning and growth.
<b>Outcomes</b>	Leaders will: -Know what tools and data are used by each program and their impact on student engagement and learning. -Identify programs and interventions developed and implemented across the school based on data collected.  Teachers will: -Identify areas of student need and alter program to target these needs from data and information collected. -Track student engagement and growth outcomes. -Implement relevant targeted assessment tools. -Identify impact of program on student engagement and learning.

	Students will: -Demonstrate improved engagement and personal and social competencies. -Identify strategies to support them at school.			
<b>Success Indicators</b>	Early indicators: -Improved attendance data. -Teachers able to identify relevant data collection tools.  Late indicators: -Demonstrated improved outcomes through engaging in increasingly targeted learning programs. -Increase in data reflecting school attendance and engagement in learning. -Teachers use data to inform practice.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Publish The Austin School data collection calendar	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plot data collection processes and specific feedback sought from parents and base schools	<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
Complete yearly planner to schedule PLC meetings	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Utilise sub-school and PLC meetings for teachers to develop, monitor and review program data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)		to: Term 4	
Termly program data summary	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	To review and maintain a high-quality curriculum.			
<b>Actions</b>	Utilise School Improvement Team to support the understanding and implementation of the VTLM 2.0 and Personal and Social Capability 2.0 scope and sequence across all programs.			
<b>Outcomes</b>	Leaders will: - Identify the core aspects of the VTLM 2.0 and Personal and Social Capability 2.0 scope and sequence - Facilitate Professional Learning opportunities for staff - Schedule SIT team meetings - Allocate protected time  Teachers will: - Participate in Professional Learning provided - Identify further learning needs - Explore elements of learning into their work program - Explore elements of teaching - Incorporate the Personal and Social Capability 2.0 into work program delivery  Students will:			



	<ul style="list-style-type: none"> <li>- Demonstrate improved engagement</li> <li>- Identify achievable goals</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Teachers are aware of VTLM 2.0 and Personal and Social Capability 2.0</li> <li>- Participation in professional learning</li> <li>- Adjustment to program on reflection of professional learning</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Teachers have mapped the Personal and Social Capability 2.0 scope and sequence with their programs</li> <li>- Adjustments to program overviews</li> <li>- Understanding of VTLM 2.0 in the context of The Austin School</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Allocate time for teachers to consider elements of programs to communicate with parents	☑ All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Allocate time for teachers to explore and understand changes to Personal and Social Capability 2.0	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$3,000.00  ☑ Disability Inclusion Tier 2 Funding will be used
Communicate newsletter with ICYMHS team	☑ Leading teacher(s) ☑ Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

School Improvement Team to consider and plan for program specific newsletter for parents upon enrolment	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Develop a professional learning plan for staff to support the implementation of VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Facilitate professional learning of VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Coaching and mentoring to align with new learnings around VTLM 2.0	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students will chose, monitor and evaluate student set goals.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$21,276.88	\$21,000.00	\$276.88
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
<b>Total</b>	<b>\$53,879.38</b>	<b>\$53,602.50</b>	<b>\$276.88</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Plan and plot allocated time for professional learning for staff to understand the VTLM 2.0 - elements of learning and - elements of teaching	\$5,000.00
Develop a professional learning plan to develop a school adapted AToSS for all students	\$7,000.00
Allocate time during leadership meetings to review IEP current practice and plan next steps	\$2,500.00
Allocate time for teachers to review current practice in creating and reviewing student goals.	\$2,500.00
Provide professional learning to all staff in relation to trauma-informed practice, mental health, student engagement and learning outcomes	\$20,000.00
Allocate time for teachers to explore and understand changes to Personal and Social Capability 2.0	\$3,000.00

Facilitate professional learning of VTLM 2.0	\$15,000.00
<b>Totals</b>	<b>\$55,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan to develop a school adapted AToSS for all students	from: Term 1 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> CRT
Allocate time during leadership meetings to review IEP current practice and plan next steps	from: Term 1 to: Term 2	\$2,500.00	<input checked="" type="checkbox"/> CRT
<b>Totals</b>		<b>\$5,000.00</b>	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Plan and plot allocated time for professional learning for staff to understand the VTLM 2.0 - elements of learning and - elements of teaching	from: Term 1 to: Term 2	\$5,500.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> </ul>

Allocate time for teachers to review current practice in creating and reviewing student goals.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Allocate time for teachers to explore and understand changes to Personal and Social Capability 2.0	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Facilitate professional learning of VTLM 2.0	from: Term 2 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> </ul>
<b>Totals</b>		\$21,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Provide professional learning to all staff in relation to trauma-informed practice, mental health, student engagement and learning outcomes	from: Term 1 to: Term 4	\$27,602.50	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Mental Health First Aid Australia)
<b>Totals</b>		\$27,602.50	

### 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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Plan and plot allocated time for professional learning for staff to understand the VTLM 2.0 - elements of learning and - elements of teaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan staff professional learning in regards to IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate time for teachers to review current practice in creating and reviewing student goals.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide professional learning to all staff in relation to trauma-informed	<input checked="" type="checkbox"/> All staff	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

practice, mental health, student engagement and learning outcomes		to: Term 4			<input checked="" type="checkbox"/> External consultants ACF, MH First Aid	
Allocate time for teachers to explore and understand changes to Personal and Social Capability 2.0	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan for staff to support the implementation of VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate professional learning of VTLM 2.0	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site