

# 2022 Annual Implementation Plan

## for improving student outcomes

Rosamond Special School (4792)



Submitted for review by Louise Dingley (School Principal) on 08 February, 2022 at 11:12 AM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 14 February, 2022 at 09:21 PM  
Endorsed by Brett Morris (School Council President) on 17 February, 2022 at 01:43 PM

## 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.	

<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>Engagement</b>	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	

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	The school has a focus on data use and literacy and is increasing the capacity of staff to analyse data in order to direct the teaching at the students' point of need. This is an area we wish to further develop to ensure that all practice is evidence based. Throughout the school the curriculum is being consistently implemented, however, we are continuing to embed the whole school instructional framework. Explicit teaching and opportunities for feedback on practice are an ongoing focus and the school will continue to enhance student voice opportunities. The promotion of student connectedness, safety and
---------------------------------------	---

	engagement are priority areas and will be further improved as a result of new initiatives in the coming year.
<b>Considerations for 2022</b>	A focus on building teacher data literacy and enhancing student voice and agency were highlighted as a result of the school review.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and 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
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To ensure learning growth for each student with a focus on literacy and numeracy.
<b>Target 2.1</b>	Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019)
<b>Target 2.2</b>	Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019)

<b>Target 2.3</b>	Number elements of teacher judgement data to be at or above 70% (60% positive effect in student growth in Victorian Curriculum 2019).
<b>Target 2.4</b>	<p>SSS outcomes: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Academic emphasis (2019 75%)</li> <li>• Teacher collaboration (2019 78%)</li> <li>• Understanding how to analyse data (2019 72%)</li> <li>• Professional learning to improve practice (2019 80%)</li> <li>• Teaching and learning—use pedagogical model (2019 80%)</li> </ul>
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Further develop fidelity to, and consistency of practice in relation to the Instructional Framework.
<b>Key Improvement</b>	Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student 'point of need'.

<b>t Strategy 2.d</b> Curriculum planning and assessment	
<b>Goal 3</b>	To develop students who are independent and engaged citizens.
<b>Target 3.1</b>	AToSS: To achieve 10% improvement on the baseline data in the following areas: <ul style="list-style-type: none"> <li>• My teacher thinks my ideas are good (2019 87%)</li> <li>• I want to learn new things (2019 84%)</li> <li>• I try my best (2019 88%)</li> <li>• My teacher helps me understand things (2019 89%)</li> <li>• I am good at learning (2019 89%)</li> </ul>
<b>Target 3.2</b>	AToSS: To achieve 10% improvement on the baseline data in the following areas: <ul style="list-style-type: none"> <li>• My teacher thinks my ideas are good (2019 87%)</li> <li>• I want to learn new things (2019 84%)</li> <li>• I try my best (2019 88%)</li> <li>• My teacher helps me understand things (2019 89%)</li> <li>• I am good at learning (2019 89%)</li> </ul>
<b>Target 3.3</b>	SSS: To achieve 10% improvement on the baseline data in the following areas: <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals (2019 78%)</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus learning on real life problems (2019 84%)</li> <li>• Believe student engagement is the key to learning (2019 85%)</li> <li>• Use student feedback to improve practice (2019 72%)</li> </ul>
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	To enhance student voice and agency for all students.
<b>Key Improvement Strategy 3.d</b> Global citizenship	To develop student capabilities in global citizenship.
<b>Goal 4</b>	To optimise student wellbeing.
<b>Target 4.1</b>	AToSS: To achieve 10% improvement on the baseline data in the following areas: <ul style="list-style-type: none"> <li>• I feel like I belong at this school (2019 86%)</li> <li>• I am happy to be at this school (2019 80%)</li> <li>• I try again when I don't get things right (2019 85%)</li> <li>• I know where to get help if someone hurts me or I feel upset (2019 88%)</li> <li>• I feel safe at this school (2019 86%)</li> </ul>



<b>Target 4.2</b>	<p>SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents (2019 75%)</li> <li>• Parent and community involvement (2019 77%)</li> <li>• Support learning and growth of whole student (2019 80%)</li> </ul>
<b>Target 4.3</b>	<p>POS: To maintain or achieve 5% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills (2019 100%)</li> <li>• Parent partnership and involvement (2019 83%)</li> <li>• My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours (2019 83%)</li> </ul>
<b>Target 4.4</b>	<p>VCAL/ASDAN outcomes: Have students achieve 100% completion of learning outcomes.</p>
<b>Key Improvement Strategy 4.a</b> Setting expectations and	<p>Develop students' ability to self-regulate and engage with their community</p>

<p>promoting inclusion</p>	
<p><b>Key Improvement Strategy 4.b</b> Health and wellbeing</p>	<p>Further develop pathways for students in, through and beyond the school</p>
<p><b>Key Improvement Strategy 4.c</b> Building communities</p>	<p>Further develop and embed a whole school approach to communication, collaboration and partnerships.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
<p><b>2022 Priorities Goal</b> 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</p>	Yes	Support for the 2022 Priorities

<p>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</p>		
---	--	--

of need and in line with FISO.		
To ensure learning growth for each student with a focus on literacy and numeracy.	No	<p>Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019)</p> <hr/> <p>Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019)</p> <hr/> <p>Number elements of teacher judgement data to be at or above 70% (60% positive effect in student growth in Victorian Curriculum 2019).</p> <hr/> <p>SSS outcomes: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Academic emphasis (2019 75%)</li> <li>• Teacher collaboration (2019 78%)</li> <li>• Understanding how to analyse data (2019 72%)</li> <li>• Professional learning to improve practice (2019 80%)</li> <li>• Teaching and learning—use pedagogical model (2019 80%)</li> </ul>
To develop students who are independent and	No	<p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• My teacher thinks my ideas are good (2019 87%)</li> <li>• I want to learn new things (2019 84%)</li> <li>• I try my best (2019 88%)</li> <li>• My teacher helps me understand things (2019 89%)</li> </ul>

engaged citizens.		<ul style="list-style-type: none"> <li>• I am good at learning (2019 89%)</li> </ul> <p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• My teacher thinks my ideas are good (2019 87%)</li> <li>• I want to learn new things (2019 84%)</li> <li>• I try my best (2019 88%)</li> <li>• My teacher helps me understand things (2019 89%)</li> <li>• I am good at learning (2019 89%)</li> </ul> <p>SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals (2019 78%)</li> <li>• Focus learning on real life problems (2019 84%)</li> <li>• Believe student engagement is the key to learning (2019 85%)</li> <li>• Use student feedback to improve practice (2019 72%)</li> </ul>
To optimise student wellbeing.	No	<p>AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• I feel like I belong at this school (2019 86%)</li> <li>• I am happy to be at this school (2019 80%)</li> <li>• I try again when I don't get things right (2019 85%)</li> <li>• I know where to get help if someone hurts me or I feel upset (2019 88%)</li> <li>• I feel safe at this school (2019 86%)</li> </ul> <p>SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents (2019 75%)</li> <li>• Parent and community involvement (2019 77%)</li> <li>• Support learning and growth of whole student (2019 80%)</li> </ul> <p>POS: To maintain or achieve 5% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>• Confidence and resilience skills (2019 100%)</li> </ul>

		<ul style="list-style-type: none"> <li>• Parent partnership and involvement (2019 83%)</li> <li>• My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours (2019 83%)</li> </ul>
		<p>VCAL/ASDAN outcomes: Have students achieve 100% completion of learning outcomes.</p>

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>  <b>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.</b></p>
<p><b>12 Month Target 1.1</b></p>	<p>SSS outcomes: To achieve 3% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>Academic emphasis (2019 75%)</li> <li>Teacher collaboration (2019 78%)</li> <li>Understanding how to analyse data (2019 72%)</li> <li>Professional learning to improve practice (2019 80%)</li> <li>Teaching and learning—use pedagogical model (2019 80%)</li> <li>Promote student ownership of learning goals (2019 78%)</li> <li>Focus learning on real life problems (2019 84%)</li> <li>Believe student engagement is the key to learning (2019 85%)</li> <li>Use student feedback to improve practice (2019 72%)</li> </ul> <p>AToSS: To achieve 3% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>I feel like I belong at this school (2019 86%)</li> <li>I am happy to be at this school (2019 80%)</li> <li>I try again when I don't get things right (2019 85%)</li> <li>I know where to get help if someone hurts me or I feel upset (2019 88%)</li> <li>I feel safe at this school (2019 86%)</li> <li>My teacher thinks my ideas are good (2019 87%)</li> <li>I want to learn new things (2019 84%)</li> <li>I try my best (2019 88%)</li> </ul>

	My teacher helps me understand things (2019 89%) I am good at learning (2019 89%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	



# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          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><b>12 Month Target 1.1</b></p>	<p>SSS outcomes: To achieve 3% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>Academic emphasis (2019 75%)</li> <li>Teacher collaboration (2019 78%)</li> <li>Understanding how to analyse data (2019 72%)</li> <li>Professional learning to improve practice (2019 80%)</li> <li>Teaching and learning—use pedagogical model (2019 80%)</li> <li>Promote student ownership of learning goals (2019 78%)</li> <li>Focus learning on real life problems (2019 84%)</li> <li>Believe student engagement is the key to learning (2019 85%)</li> <li>Use student feedback to improve practice (2019 72%)</li> </ul> <p>AToSS: To achieve 3% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> <li>I feel like I belong at this school (2019 86%)</li> <li>I am happy to be at this school (2019 80%)</li> <li>I try again when I don't get things right (2019 85%)</li> <li>I know where to get help if someone hurts me or I feel upset (2019 88%)</li> <li>I feel safe at this school (2019 86%)</li> <li>My teacher thinks my ideas are good (2019 87%)</li> <li>I want to learn new things (2019 84%)</li> <li>I try my best (2019 88%)</li> <li>My teacher helps me understand things (2019 89%)</li> <li>I am good at learning (2019 89%)</li> </ul>

<b>KIS 1.a</b> 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			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Continue to employ staff to conduct the tutor learning initiative and our language support program (SCALP)</li> <li>• Involve staff in professional development as necessary with respect to both initiatives.</li> <li>• Consult with the Literacy &amp; Numeracy Learning Specialists to establish the literacy and numeracy learning needs of our student cohorts</li> <li>• Implement the access plan for the intervention/language support program</li> <li>• Develop the timetable inclusive of student interventions</li> <li>• Ensure regular communication with relevant staff in relation to the students within the intervention program (to support them in the classroom)</li> <li>• Track and monitor progress of the students involved in the the tutor learning initiative and language support programs</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Improved outcomes for these students in the areas of literacy, speech and communication and numeracy</li> <li>• Improved intervention knowledge in the areas of literacy, speech, language and communication and numeracy</li> <li>• Improved teaching and support practices</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Improvement in growth of the individuals who have participated in the TLI and SCALP programs.</li> <li>• Higher levels of student engagement in learning opportunities, evidenced by SBSASS and SOS indicators re: improvement.</li> <li>• Reduction in behaviours resulting from language deficits, as evidenced by behaviour tracking tools, such as ABC charts, for individual students, if/where applicable, and data gathered by our Speech Pathologists and Speech and Communication Education Support team.</li> <li>• Increased independence/use of effective communication in the classroom, as evidenced by the level of support indicators in student reporting documents</li> <li>• Improved safety and connectedness to school, measured via SBSASS</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop the intervention timetable to be implemented by the Tutor Learning Initiative staff member.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Literacy Support	<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 PL to Education Support to enable them to provide elements of the SCALP program to relevant students in their classrooms.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Literacy Support	<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
Deliver the intervention/language support programs to relevant students.	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<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 Numeracy PL to staff in line with implementation of the Victorian Curriculum.	<input checked="" type="checkbox"/> Learning Specialist(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
<b>KIS 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Continued implementation of Bluearth and Canine Comprehension initiative for the Secondary and Primary sections of the school</li> <li>• Ongoing Professional Learning for staff in relation to student self-regulation and self-awareness, Smiling Minds and Bluearth accreditation</li> <li>• Continued implementation of the Garden Appreciation Program (GAP)</li> <li>• The involvement of Mental Health Initiatives across the school with specific strategies targeting specific cohorts and/or individuals</li> <li>• Promotion of social skills initiatives within the whole school context</li> <li>• Continued implementation of improved transition practices</li> <li>• Ongoing provision of breakfast club (inclusion of students in delivery of the program, where/when possible)</li> <li>• Further development of a school-wide communication strategy through the use of Seesaw</li> <li>• Ongoing connectedness with external organisations, agencies and practitioners</li> </ul>			

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Greater awareness of mindfulness, emotional regulation and social integration with regards to staff and student awareness/understanding</li> <li>Improved safety, engagement and connectedness to school</li> <li>Higher levels of engagement and knowledge in relation self awareness and healthy choices</li> <li>Continued promotion of student voice, agency and advocacy</li> <li>Embedding mindful practices within regular classroom programs</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>School Based Student Attitudes to School Survey (SBSASS) results demonstrating improvement in the areas of connectedness and safety</li> <li>Staff Opinion Survey (SOS) - improved results for 2022 in relation to student management and engagement</li> <li>Reduction in behaviours and improved student communication as a result of reduced frustration and anxieties, evidenced by factor improvement in the areas of student safety and connectedness (SBSASS) and classroom behaviour (SOS)</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Provision of relevant Staff PL.	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$49,868.80  <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
Development of the Smiling Minds program into day curriculum planning.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leadership Team		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
Provision of break time activities focusing on social skills and self regulation.	<input checked="" type="checkbox"/> Allied Health	<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
Provision of PL in the use of Seesaw as a classroom teaching & learning platform.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
--	--	--	--	--

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$49,868.80	\$49,868.80	\$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
<b>Total</b>	<b>\$49,868.80</b>	<b>\$49,868.80</b>	<b>\$0.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provision of relevant Staff PL.	\$49,868.80
<b>Totals</b>	<b>\$49,868.80</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provision of relevant Staff PL.	from: Term 1 to: Term 4	\$49,868.80	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		<b>\$49,868.80</b>	



### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Tutor Learning Initiative/SCALP	\$76,800.00
Blueearth	\$12,000.00
Canine Comprehension	\$17,400.00
<b>Totals</b>	\$106,200.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

Tutor Learning Initiative/SCALP	from: Term 1 to: Term 4		
Bluearth	from: Term 1 to: Term 4		
Canine Comprehension	from: Term 1 to: Term 4		
<b>Totals</b>			\$0.00

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Tutor Learning Initiative/SCALP	from: Term 1 to: Term 4		
Bluearth	from: Term 1 to: Term 4		
Canine Comprehension	from: Term 1 to: Term 4		

<b>Totals</b>		\$0.00	
---------------	--	--------	--

**Additional Funding Planner – Schools Mental Health Fund and Menu**

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
Tutor Learning Initiative/SCALP	from: Term 1 to: Term 4		
Bluearth	from: Term 1 to: Term 4		
Canine Comprehension	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide PL to Education Support to enable them to provide elements of the SCALP program to relevant students in their classrooms.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Literacy Support	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide Numeracy PL to staff in line with implementation of the Victorian Curriculum.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Provision of relevant Staff PL.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of the Smiling Minds program into day curriculum planning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Provision of PL in the use of Seesaw as a classroom teaching & learning platform.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
---	--	----------------------------------	---	---	---	---