

# 2021 Annual Implementation Plan

## for improving student outcomes

Hamlyn Views School (5565)



Submitted for review by Michele Marcu (School Principal) on 16 December, 2020 at 02:49 PM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 14 January, 2021 at 03:21 PM  
Endorsed by Jessica Harriott (School Council President) on 12 February, 2021 at 10:57 AM

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Emerging
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving moving towards Embedding

<b>Enter your reflective comments</b>	2020 has been a year of unprecedented challenges for our school community as a result of the COVID-19 global pandemic. Hamlyn Views School has continued to innovate, grow and embed strong practice even through the diverse issues that arose throughout the year. Overall, staff commitment to the PLC inquiry cycle, SWPBS approaches and placing students at the centre of decision-making, allowed students to continue to thrive even when our broader communities were facing the most complex of problems.
<b>Considerations for 2021</b>	In 2021, Hamlyn Views School will implement a Roadmap to Success Tutor program to support students to catch-up. We will have access to a Mental Health Practitioner 0.2 to support students to manage mental health and as part of the National School Chaplaincy Program we have gained funding for a 0.4 Chaplain to support students with their pastoral care needs and to engage and connect families with school and external services.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning outcomes in English with a focus on communication.
<b>Target 2.1</b>	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024).
<b>Target 2.2</b>	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024).
<b>Target 2.3</b>	To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024).

<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher expertise to set and monitor individual student growth in the use of their AAC devices through inclusion in their ILPs.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Deliver school-wide professional learning that increases staff proficiency and use of digital AAC systems.
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Build teacher capacity to incorporate use of digital AAC into the English Curriculum.
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Build staff capacity to effectively use data systems that plan for and assess student growth using the Professional Learning Community (PLC) approach.
<b>Goal 3</b>	To increase student engagement with their learning.
<b>Target 3.1</b>	To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS.
<b>Target 3.2</b>	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data
<b>Target 3.3</b>	To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on SWPBS data from baseline data to be established in 2020 by 15% by 2024.
<b>Target 3.4</b>	To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI).

<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed the use of individual schedules and work systems that support independence within the classroom.
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Implement and embed all three tiers of the SWPBS framework with fidelity.
<b>Key Improvement Strategy 3.d</b> Setting expectations and promoting inclusion	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.
<b>Goal 4</b>	To improve the resilience and wellbeing of students.
<b>Target 4.1</b>	Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS.
<b>Target 4.2</b>	Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS.
<b>Target 4.3</b>	Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS
<b>Key Improvement Strategy 4.a</b>	Build staff capacity to develop, implement and evaluate programs that promote student voice and agency.

Health and wellbeing	
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Implement, embed and evaluate the Resilience, Rights and Respectful Relationships curriculum across all areas of the school.
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	Develop staff understanding and use of the Multi-Tiered Systems of Support framework.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning catch-up and extension:  (English: Speaking and listening focus) To increase the percentage of students that demonstrate relative growth according to teacher judgement in the ABLES/Victorian curriculum Speaking and Listening domain from 35% to 43%.</p> <p>Happy, active and healthy kids:  To reduce the incidence of students reporting significant mental health concerns including suicidal ideations and self-harm using Compass chronicle baseline data from term 4, 2020 to term 4, 2021.</p> <p>Connected schools:  To increase positive responses in the Parent Community Engagement section of the Parent Opinion Survey from 67% (2020) to 70% (2021).</p>



To improve student learning outcomes in English with a focus on communication.	No	To increase the percentage of students, that demonstrate relative growth according to teacher judgement data of one level over 24 months in the ABLES / Victorian Curriculum Speaking and Listening domain from 35% (2019) to 75% (2024).	
		To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Reading & Viewing domain from 50% (2019) to 75% (2024).	
		To increase the percentage of students that demonstrate relative growth according to teacher judgement of one level over 24 months in the ABLES / Victorian Curriculum Writing domain from 50% (2019) to 75% (2024).	
To increase student engagement with their learning.	Yes	To improve Connectedness to school (Sense of belonging) from 87% (2019) to 92% (2024) according to the student AToSS.	To improve Connectedness to School (Sense of Belonging) from 87% (2019) to 89% (2021) according to the student AToSS.
		To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 75% in 2024 according to the POS data	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 65% (2021) according to the POS data.
		To decrease unexpected student behaviour episodes in the classroom, during transitions and in the playground based on	To establish the baseline SWPBS data that outlines incidence if unexpected student behaviour episodes in the

		SWPBS data from baseline data to be established in 2020 by 15% by 2024.	classroom, during transitions and in the playground by the end of term 1, 2021 and decrease unexpected behaviour episodes by 2% by the end of term 4, 2021.
		To increase fidelity to the SWPBS framework from baseline data to be established in 2020 by 25% by 2024 as measured by the Tiered Fidelity Inventory (TFI).	To establish the baseline data of fidelity to the SWPBS framework as measured by the Tiered Fidelity Inventory (TFI) by the end of 2021.
To improve the resilience and wellbeing of students.	No	Increase Student Voice and Agency from 86% (2019) to 90% (2024) according to the AToSS.	
		Increase Student Agency and Voice (organisational skills) from 60% (2019) to 70% (2024) according to the POS.	
		Increase Resilience for Secondary students from 67% (2019) to 75% (2024) according to the AToSS	

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Learning catch-up and extension:  (English: Speaking and listening focus) To increase the percentage of students that demonstrate relative growth according to teacher judgement in the

	<p>ABLES/Victorian curriculum Speaking and Listening domain from 35% to 43%.</p> <p>Happy, active and healthy kids:</p> <p>To reduce the incidence of students reporting significant mental health concerns including suicidal ideations and self-harm using Compass chronicle baseline data from term 4, 2020 to term 4, 2021.</p> <p>Connected schools:</p> <p>To increase positive responses in the Parent Community Engagement section of the Parent Opinion Survey from 67% (2020) to 70% (2021).</p>
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority Yes
<b>KIS 3</b> Building communities	Connected schools priority 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 2021.
<b>Goal 2</b>	To increase student engagement with their learning.

<b>12 Month Target 2.1</b>	To improve Connectedness to School (Sense of Belonging) from 87% (2019) to 89% (2021) according to the student AToSS.	
<b>12 Month Target 2.2</b>	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 65% (2021) according to the POS data.	
<b>12 Month Target 2.3</b>	To establish the baseline SWPBS data that outlines incidence if unexpected student behaviour episodes in the classroom, during transitions and in the playground by the end of term 1, 2021 and decrease unexpected behaviour episodes by 2% by the end of term 4, 2021.	
<b>12 Month Target 2.4</b>	To establish the baseline data of fidelity to the SWPBS framework as measured by the Tiered Fidelity Inventory (TFI) by the end of 2021.	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Setting expectations and promoting inclusion	Embed the use of individual schedules and work systems that support independence within the classroom.	No
<b>KIS 2</b> Building practice excellence	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.	Yes
<b>KIS 3</b> Empowering students and building school pride	Implement and embed all three tiers of the SWPBS framework with fidelity.	Yes
<b>KIS 4</b> Setting expectations and promoting inclusion	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.	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.

In order to support students to increase engagement with their learning it will be important to build staff capacity to utilise the data effectively to inform decision-making and ensure strategies implemented are based on evidence. To achieve the targets outlined, a focus on SWPBS implementation with fidelity will be necessary and this will best occur across the whole school community when incorporated with Principles of Universal Design (UDL).

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catch-up and extension:</p> <p>(English: Speaking and listening focus) To increase the percentage of students that demonstrate relative growth according to teacher judgement in the ABLES/Victorian curriculum Speaking and Listening domain from 35% to 43%.</p> <p>Happy, active and healthy kids:</p> <p>To reduce the incidence of students reporting significant mental health concerns including suicidal ideations and self-harm using Compass chronicle baseline data from term 4, 2020 to term 4, 2021.</p> <p>Connected schools:</p> <p>To increase positive responses in the Parent Community Engagement section of the Parent Opinion Survey from 67% (2020) to 70% (2021).</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Conduct Staff Survey regarding AAC competence</p> <p>Conduct Survey regarding frequency of use of AAC's (Post Evaluation)</p> <p>Implement Roadmap for Success Tutor program with experienced teachers and Speech Therapist</p> <p>Complete Learning Walks and Peer Observations</p>
<b>Outcomes</b>	<p>Staff increased confidence and capacity to use AAC's</p> <p>Increased use of digital AAC's in the classroom</p> <p>Growth in Speaking and listening achievement data for targeted Tutor program students</p>

<b>Success Indicators</b>	Survey data Coaching notes Learning Walk feedback documentation Assessment data Minutes from Tutor program debrief meetings			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Conduct Staff Survey regarding AAC competence	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Conduct Survey regarding frequency of use of AAC's (Post Evaluation)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implement Roadmap for Success Tutor program with experienced teachers and Speech Therapist	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <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
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Employ 0.2 Mental Health Practitioner and 0.4 School Chaplain Deliver Respectful Relationships curriculum and social emotional learning programs Professional learning for staff regarding trauma informed practice (HIES) Pre and Post Surveys for confidence and competence in use of trauma informed practice Inclusion Co-ordinators and Wellbeing team undertake Care team meetings			
<b>Outcomes</b>	Reduced incidence of mental health concerns including suicidal ideation and self-harm. Increased staff understanding, confidence and competency in trauma informed practice. Increased on-site attendance for students experiencing mental health concerns.			
<b>Success Indicators</b>	COMPASS data Trauma informed practice Pre and Post Survey data Compass attendance data Minutes of Care team meetings			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Employ 0.2 Mental Health Practitioner and 0.4 School Chaplain	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Deliver Respectful Relationships curriculum and social emotional learning programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00



	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Equity funding will be used
Professional learning for staff regarding trauma informed practice (HIES)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,441.00  <input checked="" type="checkbox"/> Equity funding will be used
Pre and Post Surveys for confidence and competence in use of trauma informed practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Wellbeing team undertake Care team meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$51,621.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Develop Communication Plan to establish consistent modes of communication to families and the school community Parent liaison attending the Family and Community Engagement and SWPBS Action Team meetings Establish School Council Fundraising Sub-committee			
<b>Outcomes</b>	Increased positive responses in the Parent Survey - Community Engagement Parents empowered and engaging with school-based practices Parents involved and engaged in organisation of whole school events volunteering opportunities			

<b>Success Indicators</b>	Parent Opinion Survey Attendance at Action team meetings Number of Parent Opinion Survey responses			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop Communication Plan to establish consistent modes of communication to families and the school community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Parent liaison attending the family and community engagement and SWPBS action team meetings	<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  <input type="checkbox"/> Equity funding will be used
Establish School Council Fundraising Sub-committee	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To increase student engagement with their learning.			
<b>12 Month Target 2.1</b>	To improve Connectedness to School (Sense of Belonging) from 87% (2019) to 89% (2021) according to the student AToSS.			
<b>12 Month Target 2.2</b>	To improve student confidence in addressing bullying behaviour (Managing Bullying) from 60% (2019) to 65% (2021) according to the POS data.			

<b>12 Month Target 2.3</b>	To establish the baseline SWPBS data that outlines incidence of unexpected student behaviour episodes in the classroom, during transitions and in the playground by the end of term 1, 2021 and decrease unexpected behaviour episodes by 2% by the end of term 4, 2021.			
<b>12 Month Target 2.4</b>	To establish the baseline data of fidelity to the SWPBS framework as measured by the Tiered Fidelity Inventory (TFI) by the end of 2021.			
<b>KIS 1</b> Building practice excellence	Build staff capacity to effectively record and analyse data to inform implementation of strategies which improve student behaviour.			
<b>Actions</b>	Redefine data protocols for the collection of student data including collection processes, expectations for recording, and guidance for use of tools such as Prevent Teach Reinforce (PTR), Positive Support Plans (PSP's) and Safety Plans Deliver professional learning to staff regarding new SWPBS data processes Analyse 2020 data to establish baseline for 2021 comparison			
<b>Outcomes</b>	Baseline data outlines the incidence of unexpected student behaviour episodes in the classroom, during transitions and in the playground Teacher knowledge regarding the collection of student behaviour data is increased Actual baseline is established and used for comparison			
<b>Success Indicators</b>	SWPBS data collected and used as a baseline Increased collection of data for behaviours of concern using Compass and class based systems			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Redefine data protocols for the collection of student data including collection processes, expectations for recording, and guidance for use of tools such as Prevent Teach Reinforce (PTR), Positive Support Plans (PSP's) and Safety Plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Deliver professional learning to staff regarding new PBS data processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Analyse 2020 data to establish baseline for 2021 comparison	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Implement and embed all three tiers of the SWPBS framework with fidelity.			
<b>Actions</b>	Use Tier One - Tiered Fidelity Inventory (TFI) undertaken with SWPBS coach to establish TFI baseline Complete Tiers 2 & 3 TFI with SWPBS coach Complete Learning Walks and Peer Observations			
<b>Outcomes</b>	Evidence that SWPBS has been implemented with fidelity across all 3 tiers PBS is visible and can be seen and heard in staff interactions with students			
<b>Success Indicators</b>	Completed TFI document Learning Walk and Peer Observation document			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Use Tier One - Tiered Fidelity Inventory (TFI) undertaken with PBS coach to establish TFI baseline	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Complete Tiers 2 & 3 TFI with SWPBS coach	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
<b>KIS 3</b> Setting expectations and promoting inclusion	Strengthen staff understanding and capacity to plan for, and incorporate universal design for learning principles into their practice.			
<b>Actions</b>	PLC inquiry cycle with focus on UDL scheduled for term 4, 2021 including staff professional learning Complete Learning Walks and Peer Observations			
<b>Outcomes</b>	Inquiry and project based learning programs created through backwards design UDL is evident in the classrooms and agreed planning template is used across each cohort for integrated studies and inquiry based learning			
<b>Success Indicators</b>	Data and evidence from PLC cycle Learning Walk and Peer Observation document			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC inquiry cycle with focus on UDL scheduled for term 4, 2021 including staff professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$67,062.00	0.00
Additional Equity funding	\$122,793.00	\$51,621.00
<b>Grand Total</b>	<b>\$189,855.00</b>	<b>\$51,621.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Complete Learning Walks and Peer Observations	from: Term 1 to: Term 4		\$2,000.00	
Deliver Respectful Relationships curriculum and social emotional learning programs	from: Term 1 to: Term 4		\$1,000.00	
Professional learning for staff regarding trauma informed practice (HIES)	from: Term 1 to: Term 4		\$7,441.00	
Wellbeing team undertake Care team meetings	from: Term 1 to: Term 4		\$51,621.00	

Deliver professional learning to staff regarding new PBS data processes	from: Term 1 to: Term 2		\$1,000.00	
Analyse 2020 data to establish baseline for 2021 comparison	from: Term 1 to: Term 2		\$0.00	
Complete Learning Walks and Peer Observations	from: Term 1 to: Term 4		\$2,000.00	
Complete Learning Walks and Peer Observations	from: Term 1 to: Term 4		\$2,000.00	
<b>Totals</b>			\$67,062.00	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provision of Inclusion Co-ordinators for Wellbeing team support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$122,793.00	\$51,621.00
<b>Totals</b>			\$122,793.00	\$51,621.00



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Roadmap for Success Tutor program with experienced teachers and Speech Therapist	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Deliver Respectful Relationships curriculum and social emotional learning programs	<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"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources  RRRR curriculum and Lead School resources, meetings and network of schools	
Professional learning for staff regarding trauma informed practice (HIES)	<input checked="" type="checkbox"/> All Staff	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  HIES <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop Communication Plan to establish consistent modes of communication to families and the school community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<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
Redefine data protocols for the collection of student data including collection processes, expectations for	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<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"/> Departmental resources	<input checked="" type="checkbox"/> On-site

recording, and guidance for use of tools such as Prevent Teach Reinforce (PTR), Positive Support Plans (PSP's) and Safety Plans	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	DET SWPBS Coach	
Deliver professional learning to staff regarding new PBS data processes	<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 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources  DET SWPBS Coach	<input checked="" type="checkbox"/> On-site
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> 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"/> Student voice, including input and feedback	<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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
PLC inquiry cycle with focus on UDL scheduled for term 4, 2021 including staff professional learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Complete Learning Walks and Peer Observations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site