2023 Annual Implementation Plan

for improving student outcomes

Ballarat Specialist School (4762)

Submitted for review by Sam Sheppard (School Principal) on 25 February, 2023 at 03:19 PM
Endorsed by Anne Gawith (Senior Education Improvement Leader) on 21 April, 2023 at 01:21 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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	

Assessment	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	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

Enter your reflective comments	That our school is on the cusp of moving from Evolving to Embedding in almost all areas at the same time indicates the work that we have done across the school and not narrowly focused on one area. This has meant our transition may have been slower, but we are confident in the direction of the school and the school community.
Considerations for 2023	We will need to complete 100+ DIP meetings this year New teacher allocation model

	Capital Works Link School PLC Sen Secondary reform Building Block funding Implementing the VGSA 2022
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning outcomes for all students, Prep -12 at Level D (Towards Foundation) and above.
Target 2.1	By 2023, 75 per cent of students at level D and above to demonstrate growth of one level or more over a 24-month period, as measured by teacher judgement data in English and Mathematics.
Target 2.2	By 2023, 80 per cent of students studying VCAL to achieve satisfactory completion in 50 per cent of their enrolled units.
Target 2.3	To improve the percentage of positive endorsement from 41 percent in 2019 to 70 per cent or higher in the domains of the School Staff Survey for: • Teaching and Learning – Implementation

	• Teaching and Learning – Evaluation.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build knowledge of the Victorian Curriculum, with a focus on Level D to Level 3
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and implement a consistent approach to assessment.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop a school-wide approach to the collection, analysis and access of data.
Key Improvement Strategy 2.d Building practice excellence	Implementation of the Professional Learning Communities initiative.
Goal 3	To improve student learning outcomes for all students, Prep -12 at Level A to C (Towards Foundation).
Target 3.1	By 2023, all students working at Level A-C to demonstrate growth against the Victorian Curriculum, as measured by a school developed continuum.
Target 3.2	By 2023, 80 per cent of level A-C senior students to have completed one unit of the Certificate One in the Life Skills VET program.
Key Improvement Strategy 3.a Curriculum planning and assessment	Develop communication plans for all students.

Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum.
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen partnerships between school and home.
Key Improvement Strategy 3.d Building practice excellence	Build teachers' capacity to differentiate for students, at point of need.
Goal 4	Empower students to be independent, engaged and motivated learners.
Target 4.1	To increase the percentage of senior students participating in VET learning from less than one per cent in 2019 to 70 per cent in 2023.
Target 4.2	Improve the positive endorsement of students in the Attitudes To School Survey for the following factors of: • Student voice and agency from 75 per cent in 2019 to 80 per cent in 2023 • Motivation and interest from 83 per cent in 2019 to 90 per cent in 2023 • Stimulated learning from 69 per cent in 2019 to 75 per cent in 2023.
Target 4.3	Attendance – Reduce the average unapproved days absent per student from eight days in 2019 to seven days or less by 2023.

Target 4.4	Improve the positive endorsement of parents and carers in the Parent Opinion Survey for the module of Student Development from 78 per cent in 2019 to 85 per cent in 2023.
Key Improvement Strategy 4.a Networks with schools, services and agencies	Broaden VET Pathways for all students.
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen partnerships with parents and carers and external providers.
Key Improvement Strategy 4.c Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership.
Key Improvement Strategy 4.d Curriculum planning and assessment	Develop and implement a viable Personal and Social Capabilities curriculum.
Goal 5	To strengthen the wellbeing of all students.
Target 5.1	Improve the positive endorsement of students in the Attitudes To School Survey for the factor of Resilience from 75 per cent in 2019 to 80 per cent in 2023.
Target 5.2	Improve the positive endorsement of parents and carers in the Parent Opinion Survey for the Parent Community Engagement module from 73 per cent in 2019 to 80 per cent in 2023.

Target 5.3	Improve the positive endorsement for all staff in the School Staff Survey for the School Staff Safety and Wellbeing modules from 36 per cent in 2019 to 60 per cent in 2023
Key Improvement Strategy 5.a Health and wellbeing	Embed the School Wide Positive Behaviour Intervention and Support framework.
Key Improvement Strategy 5.b Health and wellbeing	Develop and implement Respectful Relationships.
Key Improvement Strategy 5.c Curriculum planning and assessment	Develop and implement a viable Health curriculum.
Key Improvement Strategy 5.d Parents and carers as partners	Enhance parents and carers as partners to support and promote student wellbeing.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Numeracy - for all teacher judgement data accurately reflect student achievement within literacy.Wellbeing - Improve the positive endorsement for all staff in the School Staff Survey for the School Staff Safety and Wellbeing modules from 36 per cent in 2019 to 45 per cent in 2022
To improve student learning outcomes for all students, Prep -12 at Level D (Towards Foundation) and above.	Yes	By 2023, 75 per cent of students at level D and above to demonstrate growth of one level or more over a 24-month period, as measured by teacher judgement data in English and Mathematics.	By the end of 2023, 75% of students at level D and above to demonstrate growth of half a level, over a 12 month period, as measured by teacher judgement data in English and Mathematics.
		By 2023, 80 per cent of students studying VCAL to achieve satisfactory completion in 50 per cent of their enrolled units.	By the end of 2023, 80% of students will have achieved 25% success in their VPC learning outcomes.
		To improve the percentage of positive endorsement from 41 percent in 2019 to 70 per cent or higher in the domains of the School Staff Survey for: • Teaching and Learning – Implementation • Teaching and Learning – Evaluation.	By the end of 2023, we will have 60% or higher in positive endorsement of Teaching and Learning - implementation and evaluation.
To improve student learning outcomes for all students, Prep -12 at Level A to C (Towards Foundation).	Yes	By 2023, all students working at Level A-C to demonstrate growth against the Victorian Curriculum, as measured by a school developed continuum.	By the end of 2023, we will have developed a Continuum for the A-C levels of the

			Curriculum. All students on levels A-C will have baseline data.
		By 2023, 80 per cent of level A-C senior students to have completed one unit of the Certificate One in the Life Skills VET program.	By the end of 2023 all A-C senior students will be making progress (25%) in their assigned units of competency in the Life Skills program.
Empower students to be independent, engaged and motivated learners.	No	To increase the percentage of senior students participating in VET learning from less than one per cent in 2019 to 70 per cent in 2023.	
		Improve the positive endorsement of students in the Attitudes To School Survey for the following factors of: • Student voice and agency from 75 per cent in 2019 to 80 per cent in 2023 • Motivation and interest from 83 per cent in 2019 to 90 per cent in 2023 • Stimulated learning from 69 per cent in 2019 to 75 per cent in 2023.	
		Attendance – Reduce the average unapproved days absent per student from eight days in 2019 to seven days or less by 2023.	
		Improve the positive endorsement of parents and carers in the Parent Opinion Survey for the module of Student Development from 78 per cent in 2019 to 85 per cent in 2023.	
To strengthen the wellbeing of all students.	No	Improve the positive endorsement of students in the Attitudes To School Survey for the factor of Resilience from 75 per cent in 2019 to 80 per cent in 2023.	

		Improve the positive endorsement of parents and carers in the Parent Opinion Survey for the Parent Community Engagement module from 73 per cent in 2019 to 80 per cent in 2023.	
		Improve the positive endorsement for all staff in the School Staff Survey for the School Staff Safety and Wellbeing modules from 36 per cent in 2019 to 60 per cent in 2023	

Goal 1	**2023 Priorities Goal** **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	Numeracy - for all teacher judgement data accurately reflect student achievement within literacy. Wellbeing - Improve the positive endorsement for all staff in the School Staff Survey for the School Staff Safety and Wellbeing modules from 36 per cent in 2019 to 45 per cent in 2022	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.

Goal 2	**To improve student learning outcomes for all students, Prep -12 at Level D (Towards Foundation) and above.**
12 Month Target 2.1	By the end of 2023, 75% of students at level D and above to demonstrate growth of half a level, over a 12 month period, as measured by teacher judgement data in English and Mathematics.
12 Month Target 2.2	By the end of 2023, 80% of students will have achieved 25% success in their VPC learning outcomes.
12 Month Target 2.3	By the end of 2023, we will have 60% or higher in positive endorsement of Teaching and Learning - implementation and evaluation.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Build knowledge of the Victorian Curriculum, with a focus on Level D to Level 3	No
KIS 2.b Curriculum planning and assessment	Develop and implement a consistent approach to assessment.	Yes
KIS 2.c Curriculum planning and assessment	Develop a school-wide approach to the collection, analysis and access of data.	Yes
KIS 2.d Building practice excellence	Implementation of the Professional Learning Communities initiative.	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.	Utilise Compass to develop a centralised and consistent location for the storage and access to student assessment data. -Implementation of the new PLC Model at the Gillies St Campus -Provide professional learning for staff on how to utilise assessment data to inform teaching- PLC Leaders Datawise training -Adapt the planning documentation to reflect the "Inquiry based" teaching and Learning model -Review current assessments and update the Assessment Schedule as required -Begin work as Pilot School for the MTSS model in semester 2	
Goal 3	**To improve student learning outcomes for all students, Prep -12 at Level A to C (Towards Foundation).**	
12 Month Target 3.1	By the end of 2023, we will have developed a Continuum for the A-C levels of the Curriculum. All students on levels A-C will have baseline data.	
12 Month Target 3.2	By the end of 2023 all A-C senior students will be making progress (25%) in their assigned units of competency in the Life Skills program.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Curriculum planning and assessment	Develop communication plans for all students.	No
KIS 3.b Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum.	Yes
KIS 3.c Parents and carers as partners	Strengthen partnerships between school and home.	No
KIS 3.d Building practice excellence	Build teachers' capacity to differentiate for students, at point of need.	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. | The target goal of A-C senior students making significant progress (25%) in their assigned UOCs for the Life Skills program was a selected KIS focus for this year due to:
*Allocated two days a week experience/exposure to the VET course.
*Relevant professional development for VET trainers delivering the Certificate.
*Communication between RTO and school trainers to ensure relevant data that demonstrates students competency.
*Utilising the A-C curriculum and a school based Continuum to accurately assess students against the Vic Curriculum |

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Numeracy - for all teacher judgement data accurately reflect student achievement within literacy. Wellbeing - Improve the positive endorsement for all staff in the School Staff Survey for the School Staff Safety and Wellbeing modules from 36 per cent in 2019 to 45 per cent in 2022
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in order to identify and meet students individual learning needs Develop a multi-tiered response to meet students individual learning needs- School has been selected to be a pilot school for the MTSS program Implementation of the new PLC Model PLC Leaders to be provided additional training- Datawise
Outcomes	Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs. PLC Leaders will provide targeted academic support to staff to improve student outcomes. Leaders will support teaching staff to build assessments and differentiation practices through clear processors and professional learning.
Success Indicators	Students IEPs will describe adjustments to meet their needs, and implementation, monitoring, and evaluation will be completed PLCs will run streamed Literacy and Numeracy groups to target student learning at their point of need. School Assessment calendar will be updated to reflect needs of individual PLCs

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

All gillies street PLC leaders to complete data wise professional learning.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
All PLC's running streamed Numeracy classes based on assessment data	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Embed a multi-tiered response model to support students mental health. Embed positive mental health approaches in staff professional practice. Employ a Student Engagement Learning Specialist Merge the curriculum and IST teams into a single team to develop holistic approach to the student
Outcomes	Teachers will plan for and implement social and emotional learning within their curriculum areas. Teachers will be able too recognise, respond to and refer students mental health needs. Wellbeing team will directly support students mental health and/or provide referrals.
Success Indicators	Curriculum documentation will show plans for social and emotional learning. Supporting resources within the school will show how to seek support or make referrals for additional support.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Additional staffing to support at risk students.	☑ Allied Health	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Merge curriculum and integrated services team into a single team. Implement MTSS model school wide.	☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop partnership with BADAC to support the implementation of the Marung plan.	☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

Goal 2	To improve student learning outcomes for all students, Prep -12 at Level D (Towards Foundation) and above.
12 Month Target 2.1	By the end of 2023, 75% of students at level D and above to demonstrate growth of half a level, over a 12 month period, as measured by teacher judgement data in English and Mathematics.
12 Month Target 2.2	By the end of 2023, 80% of students will have achieved 25% success in their VPC learning outcomes.
12 Month Target 2.3	By the end of 2023, we will have 60% or higher in positive endorsement of Teaching and Learning - implementation and evaluation.
KIS 2.b Curriculum planning and assessment	Develop and implement a consistent approach to assessment.
Actions	Enhance staff capacity to assess student learning. Prioritise uninterrupted learning opportunities for VCAL students PLC Leaders to attend Datawise training New PLC model implemented at the Gillies Street Campus Streaming for Literacy and Numeracy in the Primary and Middle School
Outcomes	Planning documents reflect student learning needs and indicate a targeted approach to teaching and learning. Staff have easy access to student learning data. Timetables reflect teaching and learning priorities More specific student targeted learning
Success Indicators	Records of student assessments Student achievement data School Staff Survey PLC minutes

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

PLC planning to collaborate VPC projects collectively. This planning will ensure that all subject areas and learning outcomes are catered for over a 12 month period.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Learning Specialists to work with PLC Leaders and Teachers to review and update the current assessment schedule.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school consistently using PLC template for meeting minutes	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.c Curriculum planning and assessment	Develop a school-wide approach to the collection, analysis and access of data.				
Actions	Embed a consistent school-wide system of data collection and tracking of student achievement. PLC leaders to complete data wise training. Termly updating of IEP goals.				
Outcomes	All students' assessment data recorded on Compass VPC data uploaded and monitored- with consistency of record collection from staff. Teachers regularly track student progress				
Success Indicators	Staff confidence in uploading student assessment data Student progress recorded and accessible by all staff VPC data, as evidenced on Compass and VASS. School Staff Survey results – Teaching and Learning – implementation and evaluation IEP monitor and evaluate section completed 4 x a year. PLC minutes indicating successful completion of multiple inquiry cycles.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Curriculum and Assessment audit for VPC process will occur.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

	☑ PLC Leaders ☑ Teacher(s)			☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teacher judgement data collected entered into Compass as required, with attached evidence.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
IEP updated each term by all teaching staff.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
IEP goals in literacy and numeracy linked to PLC inquiry cycle.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PLC minutes are stored and uploaded on google drive at the completion of each meeting.	☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.d Building practice excellence	Implementation of the Professional Learning Communities initiative.
Actions	Embed Professional Learning Communities across the school New PLC model implemented at Gillies Street Campus.
Outcomes	Senior school PLCs inquiries reflect an understanding of the support required through the VPC and VET certificates. Planning documentation reflects the needs of students Increased teacher confidence to evaluate teaching and learning Increased capacity of teachers to understand VPC Learning outcomes Increased capacity for teachers and trainers understanding around VET competencies All staff will have participated in multiple inquiry cycles Data used to inform planning
Success Indicators	Explicit teaching and learning documentation Student achievement School staff survey PLC minutes

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC professional development, VCAA webinar sessions and VPC audit with other local schools.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Planning documentation adapted to reflect the new planning expectations.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student learning outcomes for all students, Prep -12 at Level A to C (Towards Foundation).
12 Month Target 3.1	By the end of 2023, we will have developed a Continuum for the A-C levels of the Curriculum. All students on levels A-C will have baseline data.
12 Month Target 3.2	By the end of 2023 all A-C senior students will be making progress (25%) in their assigned units of competency in the Life Skills program.
KIS 3.b Curriculum planning and assessment	Develop and implement a guaranteed and viable curriculum.
Actions	Enhance staff capacity to determine student point of need and track student learning. All staff will have baseline data for students operating within levels A-C of the Curriculum. All Senior students enrolled or participating in VET Life Skills Certificate I will have attempted competencies across various units.
Outcomes	Increased student independence Staff regularly collect data on student achievement Staff utilise assessment data to plan targeted learning programs for all students within A-C of the Curriculum.

Success Indicators	Individualized student planning Curriculum documentation IEPs reflect individual student need VET competencies reflect Satisfactory completions.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional development with other VET trainers both externally and internally to the school. This includes VALA and VCAA.	☑ Assistant Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Planning documentation accurately reflects student learning programs.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

KIS 3.d Building practice excellence	Build teachers' capacity to differentiate for students, at point of need.
Actions	Enhance teacher capacity to differentiate teaching and learning for students working towards levels A - C Utilising baseline data to inform current practice. IST staff timetable into Early Years and High Support Classrooms.
Outcomes	Increased time for A-C students to focus on their Certificate 1 Life Skills course Individualized student planning for point of need Increased student independence Increased collaboration between IST and teaching staff
Success Indicators	Student achievement records demonstrated through various forms of data. Increased support for A-C students indicated within IEP and on compass. Documented curriculum continuum

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assessment supports developed to support teachers with accurately assessing students on levels A-C of the Victorian Curriculum	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identified IST team members to have weekly session within Early Years and High Support classrooms.	☑ Allied Health ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$489,630.63	$489,630.63	$0.00
Disability Inclusion Tier 2 Funding	$30,841.00	$30,841.00	$0.00
Schools Mental Health Fund and Menu	$56,457.37	$56,457.37	$0.00
Total	$576,929.00	$576,929.00	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
All gillies street PLC leaders to complete data wise professional learning.	$15,000.00
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar.	$75,000.00
Additional staffing to support at risk students.	$200,000.00
Learning Specialists to work with PLC Leaders and Teachers to review and update the current assessment schedule.	$50,000.00
Curriculum and Assessment audit for VPC process will occur.	$10,000.00
Professional development with other VET trainers both externally and internally to the school. This includes VALA and VCAA.	$10,000.00
Planning documentation accurately reflects student learning programs.	$25,000.00

		Totals	$385,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
All gillies street PLC leaders to complete data wise professional learning.	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ Assets
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar.	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Assets
Additional staffing to support at risk students.	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing ☑ Support services
Learning Specialists to work with PLC Leaders and Teachers to review and update the current assessment schedule.	from: Term 1 to: Term 4	$55,000.00	☑ School-based staffing
Curriculum and Assessment audit for VPC process will occur.	from: Term 1 to: Term 4	$15,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Professional development with other VET trainers both externally	from: Term 1	$30,000.00	☑ School-based staffing

	to: Term 4		
Planning documentation accurately reflects student learning programs.	from: Term 1 to: Term 4	$24,630.63	☑ School-based staffing ☑ CRT
Totals		**$489,630.63**	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Additional staffing to support at risk students.	from: Term 1 to: Term 4	$10,000.00	☑ Employ teaching staff to support Tier 2 initiatives
Totals		**$10,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Admin to support DIP model	$30,841.00
Employee Music therapist.	$31,457.37
Mental Health Fund menu itme yet to be determined from	$15,000.00
Totals	**$77,298.37**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Admin to support DIP model	from: Term 2 to: Term 4	$0.00	
Employee Music therapist.	from: Term 1 to: Term 4	$0.00	
Mental Health Fund menu itme yet to be determined from	from: Term 2 to: Term 4		
Totals		**$0.00**	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Admin to support DIP model	from: Term 2 to: Term 4	$30,841.00	☑ Other • Other Employing a staff member to complete admin tasks required.
Employee Music therapist.	from: Term 1 to: Term 4	$0.00	
Mental Health Fund menu itme yet to be determined from	from: Term 2 to: Term 4		
Totals		$30,841.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Admin to support DIP model	from: Term 2 to: Term 4	$0.00	
Employee Music therapist.	from: Term 1 to: Term 4	$31,457.37	☑ Music Therapists
Mental Health Fund menu itme yet to be determined from	from: Term 2 to: Term 4	$15,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives

Totals		$46,457.37	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All gillies street PLC leaders to complete data wise professional learning.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site
Review the assessment schedule and embed time for moderation of student work in the professional learning calendar.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Primary Mathematics and Science specialists ☑ Literacy expertise ☑ PLC Initiative ☑ Teaching partners ☑ School improvement partnerships ☑ Internal staff ☑ Academy program/course ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Additional staffing to support at risk students.	☑ Allied Health	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants team teach	☑ On-site
Merge curriculum and integrated services team into a single team. Implement MTSS model school wide.	☑ Allied Health ☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Develop partnership with BADAC to support the implementation of the Marung plan.	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Network Professional Learning	☑ PLC Initiative ☑ Departmental resources KESO invovement and engagement within the school	☑ On-site
PLC planning to collaborate VPC projects collectively. This planning will ensure that	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

all subject areas and learning outcomes are catered for over a 12 month period.	☑ Leading Teacher(s) ☑ PLC Leaders	to: Term 4	☑ Design of formative assessments			
Learning Specialists to work with PLC Leaders and Teachers to review and update the current assessment schedule.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Academy program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Whole school consistently using PLC template for meeting minutes	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources PLC regional coach	☑ On-site

Curriculum and Assessment audit for VPC process will occur.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Teacher judgement data collected entered into Compass as required, with attached evidence.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
IEP updated each term by all teaching staff.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Timetabled Planning Day	☑ Teaching partners	☑ On-site
IEP goals in literacy and numeracy linked to PLC inquiry cycle.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Departmental resources Local DET PLC regional coach	☑ On-site

PLC minutes are stored and uploaded on google drive at the completion of each meeting.	☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff	☑ On-site
PLC professional development, VCAA webinar sessions and VPC audit with other local schools.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Planning documentation adapted to reflect the new planning expectations.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site

Professional development with other VET trainers both externally and internally to the school. This includes VALA and VCAA.	☑ Assistant Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Leadership partners ☑ Internal staff	☑ On-site
Planning documentation accurately reflects student learning programs.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Assessment supports developed to support teachers with accurately assessing students on levels A-C of the Victorian Curriculum	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Identified IST team members to have weekly session within Early Years and High Support classrooms.	☑ Allied Health ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning	☑ Network Professional Learning	☑ PLC Initiative	☑ On-site