

2022 Annual Implementation Plan

for improving student outcomes

Waratah Special Developmental School (5144)

WARATAH
SPECIAL
DEVELOPMENTAL
SCHOOL



Submitted for review by Jennifer Wallace (School Principal) on 15 February, 2022 at 04:48 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 28 March, 2022 at 09:35 AM
Awaiting endorsement by School Council President

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.	

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

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

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

Enter your reflective comments	<p>The school now has systems and processes in place to collect and use data from a range of learning assessments, behaviour incidents and welfare reports to:</p> <ul style="list-style-type: none"> - monitor student progress - ascertain students requiring additional supports - determine what supports/interventions are required and - monitor the effectiveness of these interventions.
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	The school has also developed a number of partnerships with community organisations to provide improved learning opportunities for students .
Considerations for 2022	<p>To consolidate the use of our data systems and work towards great consistency of implementation.</p> <p>To extend and formalise community partnerships to:</p> <ul style="list-style-type: none"> - extend work experience opportunities for senior students - Farmraiser (urban farm), For Change Co (cafe) - increase home school partnerships through the use of video models (Melb Uni) <p>Embed the whole school literacy program and the use of Little learners love Literacy</p> <p>Support students emotional and physical well-being through zones of regulation, Mental Health Practitioner and physical education programs</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>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>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To maximise the learning outcomes for each student.</p>
Target 2.1	<p>Increase the percentage score for each student in English as measured by the “I can” statements based on the Victorian Curriculum from the baseline data created for each student at the start of 2021.</p>
Target 2.2	<p>School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 82% to at or above 90% • Professional learning targeted at improving literacy and numeracy from 72% to at or above 90% • Using data for curriculum planning from 75% to at or above 90% • Understand how to analyse data from 76% to at or above 90% • Moderate assessment tasks together from 65% to at or above 85%

Target 2.3	<p>POS: Increase/maintain the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment from 94% to be at or above 95% • Teacher Communication from 92% to be at or above 95%
Key Improvement Strategy 2.a Building practice excellence	To develop, implement and evaluate a whole school approach to literacy
Key Improvement Strategy 2.b Empowering students and building school pride	To embed the understanding and use of AAC to support the learning in all curriculum areas by all students, staff, families and the community
Key Improvement Strategy 2.c Curriculum planning and assessment	To develop, implement and embed a whole school assessment strategy to inform the breadth and depth of teaching at student point of need
Goal 3	Empower students to be independent and connected learners.
Target 3.1	<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 75% to at or above 90% • Trust in parents and students from 68% to at or above 85% • Promote student ownership of learning goals from 80% to at or above 90% • Collective focus on student learning from 86% to at or above 95%

Target 3.2	POS: Increase the percentage of parents/carers showing positive agreement with the areas of: <ul style="list-style-type: none"> • Student agency and voice to increase from 83% to be at or above 90% • Parent participation and involvement to increase from 86% to be at or above 95%
Target 3.3	Increase the % of participation of parents in the POS from 20 per cent to at or above 50 per cent.
Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership
Key Improvement Strategy 3.b Networks with schools, services and agencies	Further develop partnership initiatives with key external providers and with families
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Further strengthen and broaden the use of MTSS framework to target appropriate interventions for individual students
Goal 4	To foster resilient, socially competent and emotionally regulated students.
Target 4.1	By 2024 for 90 per cent of students to achieve their independence and social goals in their ILP (2019 benchmark 85 per cent).
Target 4.2	POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of:

	<ul style="list-style-type: none"> • Promoting positive behaviour from 96% to at or above 96% • Confidence and Resilience skills from 92% to at or above 95%
Target 4.3	<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Collective efficacy from 77% to at or above 90%
Target 4.4	<p>Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to eight per cent.</p>
Key Improvement Strategy 4.a Health and wellbeing	<p>To extend the video modelling system so that it that responds to the needs of students and families in home, school and community environments</p>
Key Improvement Strategy 4.b Parents and carers as partners	<p>To extend the practices in the PBS in partnership with families to foster consistent approach to expected behaviours</p>
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	<p>Build staff capacity in the effective implementation of the Zones of Regulation</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>85% of students will achieve their communication, independence and social goals in their ILP.</p>
To maximise the learning outcomes for each student.	Yes	Increase the percentage score for each student in English as measured by the "I can" statements based on the Victorian Curriculum from the baseline data created for each student at the start of 2021.	Use 'I can' statements to assess students on the Victorian Curriculum and compare this with 2021 assessments to measure growth and set future targets.

		<p>School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Guaranteed and viable curriculum from 82% to at or above 90% • Professional learning targeted at improving literacy and numeracy from 72% to at or above 90% • Using data for curriculum planning from 75% to at or above 90% • Understand how to analyse data from 76% to at or above 90% • Moderate assessment tasks together from 65% to at or above 85% 	<p>School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> •Guaranteed and viable curriculum from 83% to at or above 90% •Professional learning targeted at improving literacy and numeracy from 78% to at or above 85% •Using data for curriculum planning from 72.5% to at or above 80% •Understand how to analyse data from 63% to at or above 75% •Moderate assessment tasks together from 80% to at or above 85%
		<p>POS: Increase/maintain the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Stimulating Learning Environment from 94% to be at or above 95% • Teacher Communication from 92% to be at or above 95% 	<p>POS: Increase/maintain the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> •Stimulating Learning Environment from 92% to be at or above 95% •Teacher Communication from 96% to be at or above 98%
<p>Empower students to be independent and connected learners.</p>	<p>Yes</p>	<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 75% to at or above 90% • Trust in parents and students from 68% to at or above 85% • Promote student ownership of learning goals from 80% to at or above 90% • Collective focus on student learning from 86% to at or above 95% 	<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <p>Use student feedback to improve practice from 77.5% to at or above 90%</p> <p>Trust in parents and students from 67% to at or above 75%</p> <p>Promote student ownership of learning goals from 70% to at or above 80%</p> <p>Collective focus on student learning from 88% to at or above 95%</p>

		<p>POS: Increase the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Student agency and voice to increase from 83% to be at or above 90% • Parent participation and involvement to increase from 86% to be at or above 95% 	<p>POS: Increase the percentage of parents/carers showing positive agreement with the areas of:</p> <p>Student agency and voice to increase from 85% to be at or above 90% Parent participation and involvement to increase from 90% to be at or above 95%</p>
		<p>Increase the % of participation of parents in the POS from 20 per cent to at or above 50 per cent.</p>	<p>Increase the % of participation of parents in the POS from 20% to at or above 50 per cent.</p>
To foster resilient, socially competent and emotionally regulated students.	Yes	<p>By 2024 for 90 per cent of students to achieve their independence and social goals in their ILP (2019 benchmark 85 per cent).</p>	<p>85 per cent of students to achieve their independence and social goals in their ILP</p>
		<p>POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 96% to at or above 96% • Confidence and Resilience skills from 92% to at or above 95% 	<p>POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> •Promoting positive behaviour maintain at 100% •Confidence and Resilience skills from 96% to at or above 100%

		<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> • Collective efficacy from 77% to at or above 90% 	<p>SSS: Increase the percentage of staff showing positive agreement with the areas of:</p> <p>Collective efficacy from 75% to at or above 90%</p>
		<p>Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to eight per cent.</p>	<p>Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to six per cent.</p>

Goal 1	<p>2022 Priorities Goal
 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>	
12 Month Target 1.1	85% of students will achieve their communication, independence and social goals in their ILP.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 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.	
Goal 2	To maximise the learning outcomes for each student.	
12 Month Target 2.1	Use 'I can' statements to assess students on the Victorian Curriculum and compare this with 2021 assessments to measure growth and set future targets.	
12 Month Target 2.2	<p>School Staff Survey (SSS):</p> <p>Increase the percentage of staff showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> •Guaranteed and viable curriculum from 83% to at or above 90% •Professional learning targeted at improving literacy and numeracy from 78% to at or above 85% •Using data for curriculum planning from 72.5% to at or above 80% •Understand how to analyse data from 63% to at or above 75% •Moderate assessment tasks together from 80% to at or above 85% 	
12 Month Target 2.3	<p>POS:</p> <p>Increase/maintain the percentage of parents/carers showing positive agreement with the areas of:</p> <ul style="list-style-type: none"> •Stimulating Learning Environment from 92% to be at or above 95% •Teacher Communication from 96% to be at or above 98% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To develop, implement and evaluate a whole school approach to literacy	Yes
KIS 2 Empowering students and building school pride	To embed the understanding and use of AAC to support the learning in all curriculum areas by all students, staff, families and the community	No

KIS 3 Curriculum planning and assessment	To develop, implement and embed a whole school assessment strategy to inform the breadth and depth of teaching at student 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.	<p>There has been a significant focus on Literacy across the school in 2021 and we want to build on this in 2022. The Little Learners Love Literacy (LLLL) program was introduced in 2021 with PL provided to all staff. Two teachers with expertise in this area led the implementation and Tutor funding was used to provide individual and small group interventions and support staff to implement in their classrooms. Strategies to incorporate AAC into shared reading and functional literacy programs for older students are also being developed and implemented. Take up has been excellent across the school and data collect is showing growth despite challenges with lock downs. Anecdotally students are showing a greater interest in books and are talking about the sounds letters make and attempting to use decoding skills. Staff are energised and enthusiastic and parents are positive about the program. We want to build on this further in 2022.</p> <p>We now have a suite of assessments that we can use to track students progress over time and systems and processes to moderate and use assessments effectively. Discussions in MTSS meetings are more focused on using data to a) identify students in need of more intensive supports b) identify interventions to support these students and c) monitor the effectiveness of these interventions. The use of the data walls has shifted the MTSS teams mainly focusing on behaviour and well-being to also looking at learning. This has meant that some students who may have previously slipped through are being discussed. In 2022 we will use the student maps functions in Xuno to provide more accurate information about individual students and/or cohorts to further refine this work.</p>	
Goal 3	Empower students to be independent and connected learners.	
12 Month Target 3.1	SSS: Increase the percentage of staff showing positive agreement with the areas of: Use student feedback to improve practice from 77.5% to at or above 90% Trust in parents and students from 67% to at or above 75% Promote student ownership of learning goals from 70% to at or above 80% Collective focus on student learning from 88% to at or above 95%	
12 Month Target 3.2	POS: Increase the percentage of parents/carers showing positive agreement with the areas of: Student agency and voice to increase from 85% to be at or above 90% Parent participation and involvement to increase from 90% to be at or above 95%	

12 Month Target 3.3	Increase the % of participation of parents in the POS from 20% to at or above 50 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership	Yes
KIS 2 Networks with schools, services and agencies	Further develop partnership initiatives with key external providers and with families	Yes
KIS 3 Setting expectations and promoting inclusion	Further strengthen and broaden the use of MTSS framework to target appropriate interventions for individual students	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>SRC meets with the Principal and School Council President on a regular basis and has input into suggestions for school improvement. Some students have participated in youth forums for Banyule Council and presented at Child Friendly Communities meetings. Students actively participate in celebrations of school/student achievements through various reward systems in class, at assemblies and PBS concerts.</p> <p>Students are given opportunities to make choices about their educational program in various ways depending on the level of support required. For example most students chose the reward they are working towards for their PBS chart, some students chose the activities on their schedule or the order in which they complete them, and senior section are able to choose electives. Senior students all contribute to their career action plans.</p> <p>We want to build on this to provide more authentic opportunities to ascertain student interests and build these into their learning and provide them with more choice.</p> <p>We have established partnerships with Farmraiser (urban farm), For Change Co. (social enterprise cafe), Brite Industries (packaging) and Awareaway (environmental sustainability) to provide work training opportunities for our senior students. The experiences provided by each of these organisations provides opportunities for all students to participate in 'work' activities at their level of ability.</p> <p>We now need to consolidate the relationships so that everyone is clear about the expectations for all parties. We also want to create units of work that include work tasks, social skills and OHS requirements for each organisation.</p>	
Goal 4	To foster resilient, socially competent and emotionally regulated students.	

12 Month Target 4.1	85 per cent of students to achieve their independence and social goals in their ILP	
12 Month Target 4.2	POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of: •Promoting positive behaviour maintain at 100% •Confidence and Resilience skills from 96% to at or above 100%	
12 Month Target 4.3	SSS: Increase the percentage of staff showing positive agreement with the areas of: Collective efficacy from 75% to at or above 90%	
12 Month Target 4.4	Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to six per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	To extend the video modelling system so that it that responds to the needs of students and families in home, school and community environments	Yes
KIS 2 Parents and carers as partners	To extend the practices in the PBS in partnership with families to foster consistent approach to expected behaviours	No
KIS 3 Setting expectations and promoting inclusion	Build staff capacity in the effective implementation of the Zones of Regulation	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have worked in partnership with Melbourne University to provide training for staff and a small pilot group of parents. We identified Flipgrid as a suitable platform to share the video models and worked with the Privacy unit to have the Privacy Impact Statement (PIA) approved. Most staff have produced video models and used them with students, mostly successfully. Two families have made models but others have had competing demands One training session provide for staff on Flipgrid and have created folders for all students. Staff have started to upload videos onto Flipgrid. We now want to use it extensively to support families to use videos models at home and in the community.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal 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.			
12 Month Target 1.1	85% of students will achieve their communication, independence and social goals in their ILP.			
KIS 1 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			
Actions	Further strengthen and broaden the use of MTSS framework to target appropriate interventions for individual students by: <ul style="list-style-type: none"> - Using Xuno to record students learning and behaviour data and generate learning maps for individual students and specific cohorts - Developing a schedule of data sets to be used in MTSS meetings - Providing training for all teachers in how to use and interpret data - Provide training for MTSS leaders in how to use data sets during meetings - Establishing a PLC with a focus on using data to support learning and behaviour - Release teacher with Masters in ABA one day per week to provide coaching and support in classrooms 			
Outcomes	Tier 2 and 3 teams using data to identify students needing additional supports and monitor the effectiveness of interventions Staff have a better understanding of how to use data to inform ILP goals and curriculum plans Staff are collecting and using data more consistently to target appropriate interventions and monitor and adjust supports as needed			
Success Indicators	Minutes of Tier 2 and 3 meetings % of student achieving ILP goals % of students showing growth on the 'I Can' statements % of students showing growth on the school functional communication and social skills checklists			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Fortnightly MTSS Tier 2 and Tier 3 meetings	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Training for all staff in generating students maps in Xuno and using this information to identify students needing additional supports	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (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
Training for MTSS leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish PLC focused on using data. ABA specialist to lead the PLC and provide in classroom support 1 day per week.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Mental Health Practitioner employed two days per week to provide direct support to individuals identified as at risk or experiencing mild to moderate mental health needs Continue to embed 'Zones of Regulation' to help students understand and regulate their emotions Tier 2 and 3 teams to monitor student well-being and mental health to identify students requiring additional supports. Provide additional staff support for students with anxiety and challenging behaviours to support their engagement and participation Continue to implement 'Structured Teaching' to provide predictable systems and environments for students to reduce anxiety			

Outcomes	<p>Students will be better able to label emotions and engage in regulation activities. We will hear and see students using the zones tool boxes and language.</p> <p>Staff will have a greater understanding of the zones of regulation and embed this in their practice. As well as doing regular check-ins they will incorporate the zones into other curriculum areas.</p> <p>All students will have access to their own zones tool box</p> <p>Classrooms will be organized and structured and systems established to reduce anxiety</p> <p>Parents will have a greater understanding of zones and students will have access to their tool box at home.</p>			
Success Indicators	<p>Data from OT observations and ratings on the implementation rubric</p> <p>% of students achieving goals related to zones</p> <p>growth on the school based functional social skills checklist in the social/emotional category</p> <p>student growth on zones checklist</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL for staff and parents about zones of regulation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
OT/MHP to undertake classroom observations and provide feedback about the implementation of zones	<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
Provide additional staff support for students with challenging behaviour	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <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
PBS coordinator to complete classroom observations and provide feedback to staff on classroom systems and structuring the environment	<input checked="" type="checkbox"/> Leadership Team <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
Professional learning for staff on Essential Teaching and Learning Practices and structured teaching principles - both after school and Curriculum Days	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To maximise the learning outcomes for each student.			
12 Month Target 2.1	Use 'I can' statements to assess students on the Victorian Curriculum and compare this with 2021 assessments to measure growth and set future targets.			
12 Month Target 2.2	School Staff Survey (SSS): Increase the percentage of staff showing positive agreement with the areas of: •Guaranteed and viable curriculum from 83% to at or above 90% •Professional learning targeted at improving literacy and numeracy from 78% to at or above 85% •Using data for curriculum planning from 72.5% to at or above 80% •Understand how to analyse data from 63% to at or above 75% •Moderate assessment tasks together from 80% to at or above 85%			
12 Month Target 2.3	POS: Increase/maintain the percentage of parents/carers showing positive agreement with the areas of: •Stimulating Learning Environment from 92% to be at or above 95% •Teacher Communication from 96% to be at or above 98%			

KIS 1 Building practice excellence	To develop, implement and evaluate a whole school approach to literacy			
Actions	Additional PL for staff Use Xuno literacy maps to track learning in literacy Provide targeted support for individuals or pairs using Tutor funding Literacy will be the focus of a PLCs lead by a literacy specialist Planning to explicitly teach Literacy will be embedded into work programs			
Outcomes	Students engaged in literacy programs at their point of need Students using decoding skills rather than just relying on site words Staff track student progress in literacy using LLLL assessments, 'I can' statements and functional literacy assessments All students will have their own reading box that will include 'level' readers and interested based materials An enthusiasm for reading and books across the school			
Success Indicators	Students progress on literacy assessments SSS - increase score in professional learning targeted at improving literacy and numeracy			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Additional staff to complete Little Learners Love Literacy training	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Establish Literacy PLC. Literacy specialist to lead the PLC and provide in classroom support 1 day per week. Literacy Rubric will be used to evaluate teacher practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
<p>Use students maps on Xuno to track student learning in literacy and identify students requiring additional support. Tutor funding will be used to support these students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <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
<p>KIS 2 Curriculum planning and assessment</p>	<p>To develop, implement and embed a whole school assessment strategy to inform the breadth and depth of teaching at student point of need</p>			
<p>Actions</p>	<p>Develop assessment tools for staff to use when completing 'I can' statements Refine moderation activities using these tools</p>			

	<p>Staff working in pairs to complete assessments Allocate time for staff to plan together Use Xuno to record all learning data and generate achievements maps for individual students and specific cohorts Curriculum coordinator and ABA specialist to collaborate on effective use of data</p>			
Outcomes	<p>Section staff working together to plan curriculum and using 'I can' statements to develop activities at the appropriate levels for all students Greater consistency in ratings on 'I can' statements Staff using student maps to identify student needing additional supports and to plan curriculum</p>			
Success Indicators	<p>Staff opinion surveys show increase in understanding and analysing data and using data to inform curriculum</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop assessment tools for staff to use when completing 'I can' statements	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Time allocated in meeting schedule for shared planning, completing assessments and moderation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Empower students to be independent and connected learners.			
12 Month Target 3.1	SSS: Increase the percentage of staff showing positive agreement with the areas of: Use student feedback to improve practice from 77.5% to at or above 90% Trust in parents and students from 67% to at or above 75% Promote student ownership of learning goals from 70% to at or above 80% Collective focus on student learning from 88% to at or above 95%			
12 Month Target 3.2	POS: Increase the percentage of parents/carers showing positive agreement with the areas of: Student agency and voice to increase from 85% to be at or above 90% Parent participation and involvement to increase from 90% to be at or above 95%			
12 Month Target 3.3	Increase the % of participation of parents in the POS from 20% to at or above 50 per cent.			
KIS 1 Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership			
Actions	Ensure all students have communication systems available for them to use Speech Pathologist to complete classroom observations and provide feedback using the AAC implementation rubric			

	Plan to systematically introduce students to a range experiences to ascertain and extend their interests Use reinforcement inventories to record student interests Extend ways to allow students more choice in their learning and to include student interests in learning Explore additional leadership roles for students			
Outcomes	Students carrying AAC systems with them to all learning areas and playground Staff modelling use of AAC and setting up situations for students to use AAC and extent student communication Staff thinking more broadly about incorporating student interests into their learning Student choosing a broader range of activities/items as their rewards			
Success Indicators	Comparison of ratings on AAC rubric in term 1 and 4 Students achieving communication goals SSS - Promote student ownership of learning goals			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Speech Pathologist to complete classroom observations and provide feedback using the AAC implementation rubric	<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
Time at curriculum and section meetings to: 1. plan to systematically introduce students to a range experiences to ascertain and extend their interests	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>2. record this information using a reinforcement inventory 3. plan to allow students more choice in their learning 4. plan to include student interests in learning</p>			<p>to: Term 4</p>	<p><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</p>
<p>Create student 'PBS monitors' who will identify and distribute acknowledgements to students demonstrating the school values</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$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</p>
<p>KIS 2 Networks with schools, services and agencies</p>	<p>Further develop partnership initiatives with key external providers and with families</p>			
<p>Actions</p>	<p>Continue to work with farm raiser to explore options for our students and develop curriculum and learning resources. Work with For change Co. to develop work experience program for Waratah students</p>			

Outcomes	Students in the senior section participating in a range of work tasks with Farm Raiser and For change Co. Tasks adapted to ensure all students can participate Senior Pathways Curriculum adapted to incorporate work with these providers			
Success Indicators	Number and frequency of students participating in work tasks at Farm Raiser and For change Co. Use student feedback to improve practice % of senior students achieving independence goals			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a working party to liaise with Farm Raiser and develop systems and processes for including our students in work tasks and adjust curriculum and learning resources accordingly	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with For change Co. to develop work experience program for Waratah students in the Cafe. This will include exploring options, adapting the training program they have in place and developing curriculum and resources as needed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Goal 4	To foster resilient, socially competent and emotionally regulated students.			
12 Month Target 4.1	85 per cent of students to achieve their independence and social goals in their ILP			
12 Month Target 4.2	POS: Maintain or increase the percentage of parents/carers showing positive agreement with the areas of: •Promoting positive behaviour maintain at 100% •Confidence and Resilience skills from 96% to at or above 100%			
12 Month Target 4.3	SSS: Increase the percentage of staff showing positive agreement with the areas of: Collective efficacy from 75% to at or above 90%			
12 Month Target 4.4	Increase the average growth in the score in the functional social skills checklist from four per cent in 2020 to six per cent.			
KIS 1 Health and wellbeing	To extend the video modelling system so that it that responds to the needs of students and families in home, school and community environments			
Actions	Link all families to Flipgrid to share videos Work with staff from Melb Uni to provide training and supports for families on how to make and use video models and share on Flipgrid PLC focused on using video models and PLC leader released from class one day per week to provide coaching and support in classes. Undertake an evaluation to assess the effectiveness of Flip grid.			
Outcomes	Staff and parents confident to make and use video models to teach new skills and behaviours Video models being used consistently in all environments (home, school and community)			

Success Indicators	Flip grid data used to ascertain frequency of videos being viewed student behaviour data used to measure success of video models			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide training and supports for families on how to make and use video models and share on Flipgrid. This will include: - Work with staff from Melb Uni - run parent groups to assist with making and upload videos - Somali cultural worker to assist families	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish PLC focused on using video models and PLC leader released from class one day per week to provide coaching and support in classes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Undertake an evaluation to assess the effectiveness of Flip grid.</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$65,278.67	\$75,000.00	-\$9,721.33
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$65,278.67	\$75,000.00	-\$9,721.33

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Establish PLC focused on using data. ABA specialist to lead the PLC and provide in classroom support 1 day per week.	\$25,000.00
Provide additional staff support for students with challenging behaviour	\$50,000.00
Totals	\$75,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Establish PLC focused on using data. ABA specialist to lead the	from: Term 1	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing

PLC and provide in classroom support 1 day per week.	to: Term 4		
Provide additional staff support for students with challenging behaviour	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$75,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Training for all staff in generating students maps in Xuno and using this information to identify students needing additional supports	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Training for MTSS leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Data literacy Bastow	<input checked="" type="checkbox"/> On-site
PL for staff and parents about zones of regulation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	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"/> 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"/> On-site
PBS coordinator to complete classroom observations and provide feedback to staff on classroom systems and structuring the environment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Professional learning for staff on Essential Teaching and Learning Practices and structured teaching principles - both after school and Curriculum Days	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and 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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Additional staff to complete Little Learners Love Literacy training	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Little Learner Love Literacy	<input checked="" type="checkbox"/> Off-site LLLLL
Establish Literacy PLC. Literacy specialist to lead the PLC and provide in classroom support 1 day per week. Literacy Rubric will be used to evaluate teacher practice	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site