

2021 Annual Implementation Plan

for improving student outcomes

Ballarat Specialist School (4762)



Submitted for review by Karen Biggelaar (School Principal) on 14 December, 2020 at 02:30 PM
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 06 January, 2021 at 12:43 PM
Endorsed by Tania Flowers (School Council President) on 30 April, 2021 at 10:33 AM

Self-evaluation Summary - 2021

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

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

Community engagement in learning	Building communities	Emerging
	Global citizenship	Emerging
	Networks with schools, services and agencies	Emerging
	Parents and carers as partners	Emerging

Enter your reflective comments	Our school completed a whole school community evaluation as part of our School Review process.
Considerations for 2021	Ballarat Specialist School will continue participation in our School Review mid-February 2021. Our current Strategic Plan (2016 - 2020) has been completed.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Implementation of the PLC Inquiry Model within all PLTs across the school
Target 2.1	All teaching staff to be actively engaged in a Professional Learning Community inquiry cycle.
Key Improvement Strategy 2.a Building practice excellence	Develop and embed our consistent Teaching and Learning framework
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess Individual learning programs through the PLT inquiry process
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to use ABLES and Victorian Curriculum assessment data

Key Improvement Strategy 2.d Building leadership teams	Develop the capabilities of our leaders in using evidence and continue to develop distributed leadership across the school
Key Improvement Strategy 2.e Building practice excellence	Develop and implement a structure where PLTs build teacher capacity to differentiate teaching to ensure challenge and progress for every student

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. 1.1 - Implementation of the 2021 Tutor program with 120 students accessing additional supports. 1.2 - 100% of student IEPs documented on Compass in the new DET template format. 1.3 - 75% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle.
Implementation of the PLC Inquiry Model within all PLTs across the school	Yes	All teaching staff to be actively engaged in a Professional Learning Community inquiry cycle.	2.1 - All PLTs to complete at least two full PLC inquiry cycles during 2021.

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1.1 - Implementation of the 2021 Tutor program with 120 students accessing additional supports. 1.2 - 100% of student IEPs documented on Compass in the new DET template format. 1.3 - 75% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Implementation of the PLC Inquiry Model within all PLTs across the school	
12 Month Target 2.1	2.1 - All PLTs to complete at least two full PLC inquiry cycles during 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and embed our consistent Teaching and Learning framework	Yes
KIS 2 Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess Individual learning programs through the PLT inquiry process	Yes
KIS 3	Build teacher capacity to use ABLES and Victorian Curriculum assessment data	No

Curriculum planning and assessment		
KIS 4 Building leadership teams	Develop the capabilities of our leaders in using evidence and continue to develop distributed leadership across the school	Yes
KIS 5 Building practice excellence	Develop and implement a structure where PLTs build teacher capacity to differentiate teaching to ensure challenge and progress for every student	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>Our self-evaluation against the FISO Continua of Practice noted that we have significant work to do in the area of Excellence in teaching and learning including:</p> <ul style="list-style-type: none"> - strengthening curriculum planning and differentiation practices - developing rigorous assessment practices for a broad range of students - developing evidence-based strategies to drive professional practice improvement - Strengthening teacher data literacy and team evaluation of impact on learning <p>Selection of this goal and these Key Improvement Strategies builds on our 2016-2020 Strategic Plan work around developing and documenting Ballarat Specialist School's P-12 curriculum pedagogical model and our assessment framework. This work was interrupted in 2020 due to the global pandemic, additionally these tasks are in preparation for the teaching and learning focus of our new Strategic Plan.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1.1 - Implementation of the 2021 Tutor program with 120 students accessing additional supports. 1.2 - 100% of student IEPs documented on Compass in the new DET template format. 1.3 - 75% of student referrals and wellbeing supports documented on Compass via the notifications trackers and the chronicle.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Develop data literacy of teachers to inform understanding of students' needs and progress - Plan whole school professional learning on identified core-curriculum priority areas through the year (ie the instructional model and writer's notebooks) - Establish small group tutoring programs - Build staff capacity to implement the updated IEPs - Work with teachers and ES staff to improve assessment of learning and mapping of progress towards IEP goals
Outcomes	<ul style="list-style-type: none"> - The leadership team will provide a whole school professional learning program that includes curriculum learning for all staff, data literacy learning for teachers and leadership learning for our middle and senior leaders - The curriculum team will use assessment and attendance data to identify students in need of targeted learning intervention, and then establish intervention and small group tutoring programs - Teachers will confidently and accurately identify the learning needs of their students - PLTs will meet regularly to engage in reflective practice, evaluate and plan curriculum, assessments and programs - All teachers will consistently and explicitly implement the school's instructional model and the agreed assessment schedule - The new IEP template will be used across the school for student goals
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative and summative assessment data and teacher judgement data - Professional learning program implemented - Teacher and therapist records and observations of student progress - Documentation and data from assessments - A reviewed assessment schedule and evidence of teachers inputting data and moderating assessments - Refined IEPs for all students

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Schedule and organise our school's 2021 professional learning program.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Launch a Learning Specialist coaching program including observations and mentor classroom visits.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review our agreed assessment schedule, moderation practices, and school processes and structures for collecting and monitoring school-wide assessment data.	<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	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish criteria for identifying students in need of targeted learning intervention and establish intervention and small group tutoring and support programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> - Strengthen our whole school approach to social-emotional learning through embedding of the School Wide Positive Behaviour Intervention and Supports (SWPBIS) program and the Respectful Relationships (RR) program - Plan and implement whole school professional learning for both of these programs - Establish agreed upon approaches to monitoring and responding to student wellbeing concerns; including disengagement and irregular attendance 			

	<ul style="list-style-type: none"> - Build staff capacity to collect, analyse, monitor and respond to student engagement data - Target intervention programs for individual and small groups of students with acute needs 			
Outcomes	<ul style="list-style-type: none"> - Teachers and ES staff will embed SWPBIS and RR practices into class groups and in planning units of work - At risk students will be identified and receive targeted support in a timely manner - Student Support Group meetings will be regular (termly) and additional individualised supports will be put in place for students with acute and/or complex needs - The Integrated Services Team (IST) leaders will establish preventative intervention programs, an agreed referral process, staffing protocols and resources 			
Success Indicators	<ul style="list-style-type: none"> - Documentation of frameworks for SWPBIS, RR, and targeted intervention programs to support student wellbeing and engagement - Professional learning program implemented - Curriculum documentation reflecting social and emotional learning - Documentation of resources for wellbeing programs, referrals and communication processes regarding monitoring and escalating wellbeing concerns on Compass 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning for teachers and ES staff in SWPBIS, RR, wellbeing programs and the referral process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$220,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of curriculum units and resources which reflect a wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
IST consult with staff on monitoring and an agreed referral processes via Compass	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team		to: Term 1	<input type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, ES staff and leaders in regards to monitoring and escalating wellbeing concerns	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100,000.00 <input type="checkbox"/> Equity funding will be used
Develop documentation for wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for staff implementing wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> - Strengthen engagement in regional, area, and network communities of practice - Plan for school facilities and grounds works that will increase school community engagement and broader school community inclusion - Use digital channels of communication to strengthen provision of updates on student learning and achievements - Investigate the opportunities and potential needs for off-site learning for students 			
Outcomes	<ul style="list-style-type: none"> - Members of the leadership team will be actively engaged with various communities of practice - The school will have new capital works on both sites facilitated in partnership with the VSBA 			

	<ul style="list-style-type: none"> - Compass will have additional areas used to improve whole school communication and access to information - Leaders will prioritise time for staff to communicate and build relationships with parents and carers especially at the start of the school year - Students and their parents and carers will feel as though they belong and are welcomed back to our school community for 2021 - Teachers and ES staff will have strong relationships with parents and carers of at-risk students - Flexible learning options will be reviewed for students who are disengaged or non-attenders 			
Success Indicators	<ul style="list-style-type: none"> - High level school engagement with chosen communities of practice - Capital works projects positively underway - Increased use of Compass across and within the school community - Documentation of school digital policies and staff expectations of skills and usage - Attendance intervention and tailored support programs - Number of referrals and documented outcomes of student referral meetings and SSGs - Frequency of communications and engagement with parents and carers, and the broader school community 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engagement in regional, area, network and other local communities of practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Enhancement of our school grounds and facilities as a community hub	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000,000.00 <input type="checkbox"/> Equity funding will be used
Expansion of community access to school information and events via our school website, Compass and social media	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Identify digital tools that were successful during the pandemic and investigate how they can continue implementation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of staff ICT minimum expectations skills checklists	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of mini-school parent and community events	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Development and documentation of BSS's Flexible Learning Options	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Initiate and document school-based Koorie community events	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Expansion of our VET program to better meet the learning needs of our diverse student cohort	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$178,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Engagement with service providers to transition VCAL to the new Pathways certificate as endorsed by the Firth Review	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engagement with Barwon special education settings in preparation for DET's new Disability Inclusion approach	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$750.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Implementation of the PLC Inquiry Model within all PLTs across the school			
12 Month Target 2.1	2.1 - All PLTs to complete at least two full PLC inquiry cycles during 2021.			
KIS 1 Building practice excellence	Develop and embed our consistent Teaching and Learning framework			
Actions	<ul style="list-style-type: none"> - Inclusion of our IST members into the PLC program to strengthen their ability to support students to access the curriculum program across the school - Document minimal expectations for staff in the use of Proloquo2go - AAC program - Continued documentation of the whole school curriculum, considering the VEYLDF for the early years, unpacking ABLES and levels A-D, and the implications for our senior secondary program - Continued professional learning in the use of our school's Instructional Model - Review of our whole school assessment schedule to ensure appropriate achievement data collection for all students across the school 			
Outcomes	<ul style="list-style-type: none"> - IST members have an understanding of the PLC inquiry process - Development of a Proloquo2go staff minimum expectations checklist - Documentation of the VEYLDF curriculum with links to the Victorian Curriculum - Documentation of ABLES and levels A-D skills checklists - Continuation of our Foundation VCAL program - Development of our VET in schools program - All staff building their knowledge of our school's Instructional Model based on gradual release - School's assessment schedule being followed by all teachers 			

Success Indicators	<ul style="list-style-type: none"> - IST members completing a PLC inquiry process for their area or discipline - All staff meeting the minimum expectations for Proloquo2go - Early Years curriculum planning mapped to the VEYLDF and the Victorian Curriculum - Development of refined A-D achievement levels checklists - 80% of students at the Senior Campus engaging in an appropriate senior secondary learning program - Extension of our VET offerings and participation for 2021 - Both teachers and ES staff being able to articulate our schools Instructional Model - Refined whole school assessment schedule with relevant data being recorded on Compass 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Integrated Services Team (IST) staff being engaged in the PLC inquiry process	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Development of the minimum staff expectations for our selected Augmentative and Alternative Communication (AAC) tool Proloquo2go	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Mapping of the VEYLDF with Vic Curric	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Development of A - D skills checklists for Literacy, Personal and Social capability, and Numeracy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$110,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Refinement of our senior secondary program including Foundation VCAL and VET programs	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embedding knowledge and implementation of our school's Instructional Model	<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	\$0.00 <input type="checkbox"/> Equity funding will be used
Review of our whole school's Assessment Schedule	<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
KIS 2 Curriculum planning and assessment	Build teacher capacity to plan, deliver and assess Individual learning programs through the PLT inquiry process			
Actions	<ul style="list-style-type: none"> - Engagement with the PLC regional coach to lead professional learning for both experienced and new PLT leaders - PCO team to develop a clear role description for all PLT Leaders - Leadership team to ensure timetables allow for PLTs to meet as teams to plan and implement the PLC Inquiry Cycle - Embed processes for PLC evaluation, feedback and celebration to ensure continuous improvement in teaching and learning 			
Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify the learning needs of their students in Literacy, Numeracy and Personal and Social learning - PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons based on student assessment data - Teachers will consistently and explicitly implement the school's instructional model - Students in need of targeted academic support or intervention will be identified and supported 			
Success Indicators	<ul style="list-style-type: none"> - Documentation and data from PLC Inquiry Model with clear links to how this will impact students next steps of learning - A documented assessment schedule and evidence of teachers inputting data and moderating assessments 			

	<ul style="list-style-type: none"> - Data used to identify students for tailored supports - Clear use and understanding of the schools instructional model as evidenced within staff members' weekly planners 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC professional learning program supported by the regional PLC coach	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$39,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of PLT Leader role description and PLC checklist	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of process and documentation to support the sharing of learning and celebration of PLC inquiries across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$800.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Develop the capabilities of our leaders in using evidence and continue to develop distributed leadership across the school			
Actions	<ul style="list-style-type: none"> - Leadership capacity building of the PLT Leaders including development of the their capability to implement the PLC Model - Professional learning for all teachers and IST team members in project management tools and data literacy relevant to their area or discipline - Continuation of BSS's Apprenticeship program including apprentice PLT leaders for all teams 			
Outcomes	<ul style="list-style-type: none"> - Increase in staff knowledge of the PLC inquiry process - Development of technical and management skills for our middle and PLT leaders - Continuation of smooth and expert service delivery regardless of leader absence or transition 			

Success Indicators	- Increase staff knowledge of the PLC Inquiry process and tools that can be used to support leading the process - PLC Matrix data and PLT leadership survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC Leader professional learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
BSS Apprenticeship Program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$1,819,500.00	\$486,800.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$1,819,500.00	\$486,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise our school's 2021 professional learning program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$100,000.00	\$50,000.00
Launch a Learning Specialist coaching program including observations and mentor classroom visits.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$400,000.00	\$175,000.00
Review our agreed assessment schedule, moderation practices, and school processes and structures for collecting and monitoring school-wide assessment data.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$10,000.00

Establish criteria for identifying students in need of targeted learning intervention and establish intervention and small group tutoring and support programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$140,000.00	\$5,000.00
Professional learning for teachers and ES staff in SWPBIS, RR, wellbeing programs and the referral process	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$220,000.00	\$20,000.00
Development of curriculum units and resources which reflect a wellbeing and social-emotional learning focus	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other School signage and supports	\$20,000.00	\$5,000.00
Develop documentation for wellbeing programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other School signage and supports	\$1,000.00	\$500.00
Professional learning for staff implementing wellbeing programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other CIRT Team Teach training and mentoring	\$50,000.00	\$10,000.00
Identify digital tools that were successful during the pandemic and investigate how they can continue implementation	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other ICT Tools	\$100,000.00	\$50,000.00
Initiate and document school-based Koorie community events	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets <input checked="" type="checkbox"/> Other Event costs & signage	\$1,500.00	\$1,500.00

Expansion of our VET program to better meet the learning needs of our diverse student cohort	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other RTO Fees	\$178,000.00	\$50,000.00
Engagement with service providers to transition VCAL to the new Pathways certificate as endorsed by the Firth Review	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other School visits	\$150,000.00	\$1,000.00
Development of A - D skills checklists for Literacy, Personal and Social capability, and Numeracy.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$110,000.00	\$50,000.00
Refinement of our senior secondary program including Foundation VCAL and VET programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$250,000.00	\$50,000.00
PLC professional learning program supported by the regional PLC coach	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$39,000.00	\$8,000.00
PLC Leader professional learning program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$800.00

		<input checked="" type="checkbox"/> CRT		
Totals			\$1,819,500.00	\$486,800.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise our school's 2021 professional learning program.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants - Team Teach - CoP <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Launch a Learning Specialist coaching program including observations and mentor classroom visits.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review our agreed assessment schedule, moderation practices, and school processes and structures for collecting and monitoring school-wide assessment data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site

Professional learning for teachers and ES staff in SWPBIS, RR, wellbeing programs and the referral process	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources SWPBIS coach RR leaders and partners	<input checked="" type="checkbox"/> On-site
Professional learning for staff implementing wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Supervision
Engagement in regional, area, network and other local communities of practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Integrated Services Team (IST) staff being engaged in the PLC inquiry process	<input checked="" type="checkbox"/> Leadership Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources PLC Coach	<input checked="" type="checkbox"/> On-site
Development of the minimum staff expectations for our selected Augmentative and	<input checked="" type="checkbox"/> Allied Health	from: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Alternative Communication (AAC) tool Proloquo2go	<input checked="" type="checkbox"/> Leadership Team	to: Term 2				
Mapping of the VEYLDF with Vic Curric	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of A - D skills checklists for Literacy, Personal and Social capability, and Numeracy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refinement of our senior secondary program including Foundation VCAL and VET programs	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Embedding knowledge and implementation of our school's Instructional Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Review of our whole school's Assessment Schedule	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC professional learning program supported by the regional PLC coach	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Development of process and documentation to support the sharing of learning and celebration of PLC inquiries across the school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PLC Leader professional learning program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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