

2019 Annual Implementation Plan

for improving student outcomes

Austin Hospital School (3605)



Submitted for review by Pennie Moffat (School Principal) on 01 February, 2019 at 08:10 AM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 10 February, 2019 at 01:12 PM
Endorsed by Rodger Tice (School Council President) on 18 February, 2019 at 04:33 PM

Self-evaluation Summary - 2019

	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	Embedding moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Embedding moving towards Excelling
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Positive growth. PLC's, leadership skill and capacity has been enhanced within the leadership team. Clarified the flow of information between staff meeting, PLC and sub-school. AIP is core and directs all activities within the school. The RRRR resources have helped each program to better unpack the learning within the Personal and Social Capabilities.</p>
Considerations for 2020	<p>Enhancing of Peer Observations Explicitly targeting relevant Practice Principles and HITS Enhancing capacity of teachers to provide Professional Development Identifying and constructing tools/data, which reflects student learning and impact of programs.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing.
Target 1.1	<ul style="list-style-type: none"> • Student attendance rate will increase by 5% in all outpatient programs. • Students' ILP goal achievement of 95% in the area of personal and social capability. • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Wellbeing – Student morale reaches a mean of 5 in all programs; Student distress decreases below a mean of 3. ○ Perceptions of Learning and Motivation- reaches a mean of 5 mean in all programs. ○ Safety and Connectedness- connectedness indicates a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3. • Austin School Parent Opinion Survey indicates: <ul style="list-style-type: none"> ○ Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support. • Staff Opinion Survey - whole staff percentages in: • Climate for Learning: will reach 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 95% for collective responsibility, and 90% for teacher collaborations
Key Improvement Strategy 1.a Building practice excellence	Refining assessment tools to accurately capture student learning in personal and social capabilities
Key Improvement Strategy 1.b Empowering students and building school pride	Empowering students by enhancing opportunities for student voice and agency
Goal 2	To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement
Target 2.1	<ul style="list-style-type: none"> • Staff Opinion Survey whole staff percentage will reach in:

	<ul style="list-style-type: none"> ○ Leadership- -cultural 85% and instructional 80%. ○ Health and Wellbeing – resilience above 80%. ○ Professional Development - active participation 70%, school level support 80%. ○ Climate for Learning - collective efficacy 70% and collective responsibility 95%. ● Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Perceptions of Teachers- a mean above 5 in all programs. ○ Safety and Connectedness- for connectedness a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3 in all programs. ● Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections.
Key Improvement Strategy 2.a Building practice excellence	PLC will focus on student learning, assessment and effective use of data
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Using peer observation to enhance impact of teaching on learning
Goal 3	To promote inclusion and support student health, wellbeing and transition to other educational or vocational settings by enhancing and establishing partnerships
Target 3.1	<ul style="list-style-type: none"> ● Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Relationships- a mean score above 5 for all programs is achieved ● School destination data to indicate that: <ul style="list-style-type: none"> ○ 85% of students return to an educational or vocational settings post program ● Feedback from PD evaluation survey indicates rates from good to very good
Key Improvement Strategy 3.a Building communities	Use data from students and their schools to enhance programs and outreach

Key Improvement Strategy 3.b
Building communities

Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Student attendance rate will increase by 5% in all outpatient programs. • Students' ILP goal achievement of 95% in the area of personal and social capability. • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Wellbeing – Student morale reaches a mean of 5 in all programs; Student distress decreases below a mean of 3. ○ Perceptions of Learning and Motivation- reaches a mean of 5 mean in all programs. ○ Safety and Connectedness- connectedness indicates a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3. • Austin School Parent Opinion Survey indicates: <ul style="list-style-type: none"> ○ Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support. • Staff Opinion Survey - whole staff percentages in: • Climate for Learning: will reach 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; 95% for collective responsibility, and 90% for teacher collaborations 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Student attendance rate will increase by 5% in all outpatient programs. Students' ILP goal achievement of 95% in the area of personal and social capability. Austin School Parent Opinion Survey indicates: Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support.</p> <p>Staff Opinion Survey - whole staff mean percentages in: Climate: will reach 88 for guaranteed and viable curriculum, collective efficacy 80 and staff trust in colleagues 80; for collective responsibility 86, and for teacher collaborations 86.</p>

<p>To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Staff Opinion Survey whole staff percentage will reach in: <ul style="list-style-type: none"> ○ Leadership- -cultural 85% and instructional 80%. ○ Health and Wellbeing – resilience above 80%. ○ Professional Development - active participation 70%, school level support 80%. ○ Climate for Learning - collective efficacy 70% and collective responsibility 95%. • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Perceptions of Teachers- a mean above 5 in all programs. ○ Safety and Connectedness- for connectedness a mean above 5 in all programs; and student safety and inappropriate behaviour a mean below 3 in all programs. • Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections. 	<p>Staff Opinion Survey whole staff percentage will reach in:</p> <p>Leadership- cultural 85% and instructional 90%.</p> <p>Health and Wellbeing– resilience above 85%.</p> <p>Professional Development - active participation 86%, school level support 90%.</p> <p>Climate - collective efficacy 80% and collective responsibility 86%.</p> <p>Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections.</p>
<p>To promote inclusion and support student health, wellbeing and transition to other educational or vocational settings by enhancing and establishing partnerships</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Austin School Student Attitudes to School Phase 2 Survey indicates in the area of: <ul style="list-style-type: none"> ○ Student Relationships- a mean score above 5 for all programs is achieved • School destination data to indicate that: <ul style="list-style-type: none"> ○ 85% of students return to an educational or vocational settings post program • Feedback from PD evaluation survey indicates rates from good to very good 	<p>School destination data to indicate that: 88% of students return to an educational or vocational settings post program</p> <p>Feedback from PD evaluation survey indicates teachers rates</p> <ul style="list-style-type: none"> • Information was helpful- Agree- Strongly agree above 95% • Information was relevant to teaching- Agree/ strongly agree 95%

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Goal 1	To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing.	
12 Month Target 1.1	<p>Student attendance rate will increase by 5% in all outpatient programs. Students' ILP goal achievement of 95% in the area of personal and social capability. Austin School Parent Opinion Survey indicates: Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support.</p> <p>Staff Opinion Survey - whole staff mean percentages in: Climate: will reach 88 for guaranteed and viable curriculum, collective efficacy 80 and staff trust in colleagues 80; for collective responsibility 86, and for teacher collaborations 86.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Refining assessment tools to accurately capture student learning in personal and social capabilities	Yes
KIS 2 Empowering students and building school pride	Empowering students by enhancing opportunities for student voice and agency	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>Drilling down into creating and refining effective tools which reflect impact of programs on student learning Enhancing the quality of student voice within programs</p>	

Goal 2	To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement	
12 Month Target 2.1	Staff Opinion Survey whole staff percentage will reach in: Leadership- cultural 85% and instructional 90%. Health and Wellbeing– resilience above 85%. Professional Development - active participation 86%, school level support 90%. Climate - collective efficacy 80% and collective responsibility 86%. Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	PLC will focus on student learning, assessment and effective use of data	Yes
KIS 2 Evidence-based high-impact teaching strategies	Using peer observation to enhance impact of teaching on learning	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.	PLC and Peer Observation processes are embedded within the school culture and we are now using these to deepen our application of practice principles and HITS	
Goal 3	To promote inclusion and support student health, wellbeing and transition to other educational or vocational settings by enhancing and establishing partnerships	
12 Month Target 3.1	School destination data to indicate that: 88% of students return to an educational or vocational settings post program Feedback from PD evaluation survey indicates teachers rates	

	<ul style="list-style-type: none"> Information was helpful- Agree-Strongly agree above 95% Information was relevant to teaching- Agree/ strongly agree 95% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Use data from students and their schools to enhance programs and outreach	Yes
KIS 2 Building communities	Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students	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.	Supporting the educational system to be inclusive and relevant to all learners by providing relevant programs, strategies and resources	

Define Actions, Outcomes and Activities

Goal 1	To ensure students have optimal learning opportunities to build personal and social capabilities, health and wellbeing.
12 Month Target 1.1	<p>Student attendance rate will increase by 5% in all outpatient programs. Students' ILP goal achievement of 95% in the area of personal and social capability. Austin School Parent Opinion Survey indicates: Scores of 6 and above out of 7 in relation to survey questions related to teacher effectiveness, school climate and school and teacher support.</p> <p>Staff Opinion Survey - whole staff mean percentages in: Climate: will reach 88 for guaranteed and viable curriculum, collective efficacy 80 and staff trust in colleagues 80; for collective responsibility 86, and for teacher collaborations 86.</p>
KIS 1 Building practice excellence	Refining assessment tools to accurately capture student learning in personal and social capabilities
Actions	Program and PLC refine assessment tools which capture student learning in the area of personal and social capabilities. Investigate validity and moderation of assessment tools. Explore how data can be used in program and beyond to track student outcomes and program impact
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - track student growth. - identify impact of the program on student cohort. - identify what they teach and its impact on personal and social capabilities. <p>Students will:</p> <ul style="list-style-type: none"> - voice their learning and understandings. - identify strategies to support them at school. <p>Leadership will</p> <ul style="list-style-type: none"> - identify impact of all programs on student growth. - know what tools and data are used by each program so that they can identify impact of each program on student learning.
Success Indicators	Each program has tools which provide data that demonstrates student learning within their program.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC MEETINGS	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Empowering students by enhancing opportunities for student voice and agency			
Actions	Empower students to take ownership of their behaviour and learning. Teachers will explore how student agency is developed within the program. Teachers will scaffold and differentiate opportunities for student agency.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - identify how student agency is reflected in their program using Amplify - identify how student agency is enhanced within their program. - modify programs and transition pathways based on student feedback. - use a range of strategies to improve students capacity to identify and implement change. <p>Students will:</p> <ul style="list-style-type: none"> - voice their learning and understandings. - identify their goals and needs. - identify what needs to change and their preferred pathway. <p>Leadership will</p> <ul style="list-style-type: none"> - identify strategies used within programs which have been proven to have the greatest impact on developing student voice and agency. - provide resources to develop teacher capacity to support student agency and voice. 			
Success Indicators	Enhance the Austin School Student Voice Database will include student agency. Programs will review and update Student Voice elements of Database and added Student Agency information. Programs revisit and update Change Question Audit document.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Program audit of student agency	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers explore how student agency is developed within the program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will scaffold and differentiate opportunities for student agency	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PD for staff on student agency	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To ensure students have optimal learning opportunities by building a learning community culture with a common focus on improvement			
12 Month Target 2.1	Staff Opinion Survey whole staff percentage will reach in: Leadership- cultural 85% and instructional 90%. Health and Wellbeing– resilience above 85%. Professional Development - active participation 86%, school level support 90%. Climate - collective efficacy 80% and collective responsibility 86%. Austin School Parent Opinion Survey- survey responses will rate at level 5 and 6 out of 7 to the questions within the teacher ability, knowledge and skills sections.			

KIS 1 Building practice excellence	PLC will focus on student learning, assessment and effective use of data			
Actions	The leadership ensures a clear focus on student learning, assessment and data between the PLC, sub school and whole school. Leadership team will build ownership of the PLC's through the development of shared vision, protocols and understandings. Leadership will develop their capacity as PLC leaders			
Outcomes	Teachers will: - identify the difference between sub school and PLC. - work within the protocol framework across environments. Leadership will: - improve their knowledge and skills around effective PLC's.			
Success Indicators	We will continue to develop our location on the maturity matrix. Shared protocols will be developed and adhered to.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC and Sub school teams to establish protocols and identify what we need to stop, keep doing and start	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Use leadership meetings to identify and build a clear focus for each meeting type.	<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
Leadership members will identify and participate in relevant PD	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Using peer observation to enhance impact of teaching on learning			
Actions	Staff will participate in PD around peer observation, HITS and pedagogical models. Staff will participate in Peer Observation activities during semester 1 and 2. Staff will include Peer Observation as part of their PDP.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - identify the cycle of Peer Observation and the Learning Walk approach. - identify effective HITS and what they look like in the context of the relevant school programs. - update programs and relevant resources to build student understanding and/or agency. <p>Students will:</p> <ul style="list-style-type: none"> - identify and articulate what the teacher does to help them learn. <p>Leadership will:</p> <ul style="list-style-type: none"> - facilitate a culture of Peer Observation. 			
Success Indicators	Staff changes to programs based on Peer Observation feedback. Staff PDP reflection comments. Staff will be able to give and receive meaningful feedback.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff will participate in PD around peer observation, HITS and pedagogical models.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Staff will include Peer Observation as part of their PDP.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Staff will participate in Learning Walks activities during Semester 1.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff will participate in Instructional Rounds in Semester 2.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To promote inclusion and support student health, wellbeing and transition to other educational or vocational settings by enhancing and establishing partnerships			
12 Month Target 3.1	School destination data to indicate that: 88% of students return to an educational or vocational settings post program Feedback from PD evaluation survey indicates teachers rates <ul style="list-style-type: none"> • Information was helpful- Agree-Strongly agree above 95% • Information was relevant to teaching- Agree/ strongly agree 95% 			
KIS 1 Building communities	Use data from students and their schools to enhance programs and outreach			
Actions	Collect and collate data from schools to enhance programs. Ask students what the teacher does to help them learn. Create questions that capture student feedback post program on what works and how the program and/or transition process can be enhanced. Collect and collate data from students to enhance programs.			
Outcomes	Teachers will: - create a survey for students which will provide teachers with feedback on their practice and the program.			

	<ul style="list-style-type: none"> - identify change in program or practice based on survey results. <p>Students will:</p> <ul style="list-style-type: none"> - provide feedback of program's effectiveness. - identify what they need to help them learn. <p>Leadership will:</p> <ul style="list-style-type: none"> - network with various agencies and schools. - identify how programs support schools and students. 			
Success Indicators	<p>Positive feedback from both students and schools on the support and impact on Austin School programs. Program change based on student and school feedback.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Collect and collate data from schools to enhance programs	<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
Ask students what the teacher does to help them learn	<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
Create questions that capture student feedback post program on what works and how the program and/or transition process can be enhanced	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect and collate data from students to enhance programs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building communities	Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students			
Actions	Improve teacher presentation and consultative skills. PD team established and meet termly. PD coordinator oversees service delivery. Create and provide PD to reflect school/DET needs.			
Outcomes	PD leader will: - review PD survey results and document future actions. Presenters will: - create targeted presentations which reflect school/DET needs. - present Center of Expertise PD suite. - enhance their presentation skills. Leadership will: - support teachers to enhance their presentation skills and understandings. - empower staff to share their expertise with other organisations and DET staff.			
Success Indicators	External PD database Survey feedback PD presentations Increase in presenters			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide PD on presentation and consultative skills for staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
PD team established and meet termly	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
PD coordinator oversees service delivery	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Create and provide PD to reflect school/DET needs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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	\$5,000.00	\$5,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$5,000.00	\$5,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Teachers will scaffold and differentiate opportunities for student agency	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
PLC MEETINGS	<input checked="" type="checkbox"/> Leadership Team	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Teachers explore how student agency is developed within the program	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Teachers will scaffold and differentiate opportunities for student agency	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
PD for staff on student agency	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site

Leadership members will identify and participate in relevant PD	<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"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Staff will participate in PD around peer observation, HITS and pedagogical models.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Staff will include Peer Observation as part of their PDP.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Staff will participate in Learning Walks activities during Semester 1.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Staff will participate in Instructional Rounds in Semester 2.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site School Visits
Provide PD on presentation and consultative skills for staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Peter Cronin <input checked="" type="checkbox"/> Departmental resources Centers of expertise	<input checked="" type="checkbox"/> On-site