

2020 Annual Implementation Plan

for improving student outcomes

The Austin School (3605)



Submitted for review by Pennie Moffat (School Principal) on 16 December, 2019 at 03:50 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 19 December, 2019 at 02:01 PM
Endorsed by Lorna Luke (School Council President) on 11 March, 2020 at 10:17 AM

Self-evaluation Summary - 2020

	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	Evolving moving towards 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	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>Positive growth:</p> <ul style="list-style-type: none"> • Establishment and use of assessment tools. • Teacher data literacy skills • PLC's maturity matric • Understanding and enhancement of student voice, agency advocacy in programs. <p>AIP is core and directs all activities within the school. Leadership meeting used to collaboratively plan, monitor and reflect on implementation of AIP including PLC inquiries</p>
Considerations for 2020	<p>Consolidation of the work started in 2019. Using data to drive teaching and learning.</p> <ul style="list-style-type: none"> • Enhancing teacher's data literacy skills. • Program teams using student data to drive learning and teaching; collating and reflecting on cohort data to identify student learning and impact of programs; program enhancements. • Staff refining assessment tools to better capture student growth and learning. • Enhancing student agency and advocacy.

	Learning Specialists: Enhancing of Peer Observations and explicitly targeting relevant HITS. Enhancing Leadership skills through professional development.
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 Curriculum planning and assessment	Refining assessment tools to accurately capture student learning
Key Improvement Strategy 1.b Empowering students and building school pride	Empowering students by enhancing opportunities for student voice and agency (knowing self, strategies to support, communicating need/ help seeking)
Key Improvement Strategy 1.c Curriculum planning and assessment	Program monitoring and updating of content, learning goals and strategies to reflect Victorian Curriculum and student cohort.

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 Evaluating impact on learning	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 Networks with schools, services and agencies	Use data from students and their schools to enhance programs and outreach
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Support students agency and advocacy in maintaining connection with and transition to school/ education or work.

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>Staff Opinion Survey - whole staff percentages in: Climate for Learning: - 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; -95% for collective responsibility, and - 90% for teacher collaborations Students' ILP goal achievement of 95% in the area of personal and social capability. Programs can identify student growth within program rubric via term and across the year</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 80%.</p> <p>Health and Wellbeing - resilience above 80%.</p> <p>Professional Development - active participation 70%, - school level support 80%.</p> <p>Climate for Learning - collective efficacy 70% and - collective responsibility 95%.</p> <p>PLC maturity rubric- maintain current levels</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: - 85% of students return to an educational or vocational settings post program</p> <p>•Feedback from PD evaluation survey indicates: - rates from good to very good</p> <p>End of year reports from each program identify program change/ enhancements based on parent/ student/ base school</p>

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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	Staff Opinion Survey - whole staff percentages in: Climate for Learning: - 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; -95% for collective responsibility, and - 90% for teacher collaborations Students' ILP goal achievement of 95% in the area of personal and social capability. Programs can identify student growth within program rubric via term and across the year		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Refining assessment tools to accurately capture student learning		Yes
KIS 2 Empowering students and building school pride	Empowering students by enhancing opportunities for student voice and agency (knowing self, strategies to support, communicating need/ help seeking)		Yes
KIS 3 Curriculum planning and assessment	Program monitoring and updating of content, learning goals and strategies to reflect Victorian Curriculum and student cohort.		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.	Consolidation of the work started in 2019. Using data to drive teaching and learning and enhancing student voice and advocacy. School evaluation and review year so as part this process we want programs to reflect on journey over the past 3/4 years, student cohort and key element of program. Refine and update documentation.		

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	<p>Staff Opinion Survey whole staff percentage will reach in:</p> <p>Leadership-</p> <ul style="list-style-type: none"> -cultural 85% and - instructional 80%. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - resilience above 80%. <p>Professional Development</p> <ul style="list-style-type: none"> - active participation 70%, - school level support 80%. <p>Climate for Learning</p> <ul style="list-style-type: none"> - collective efficacy 70% and - collective responsibility 95%. <p>PLC maturity rubric- maintain current levels</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Evaluating impact on learning	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 used to improve learning and teaching.	

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	<p>School destination data to indicate that:</p> <ul style="list-style-type: none"> - 85% of students return to an educational or vocational settings post program <p>•Feedback from PD evaluation survey indicates:</p> <ul style="list-style-type: none"> - rates from good to very good <p>End of year reports from each program identify program change/ enhancements based on parent/ student/ base school feedback</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Networks with schools, services and agencies	Use data from students and their schools to enhance programs and outreach	Yes
KIS 2 Setting expectations and promoting inclusion	Provide targeted, "just in time" PD and outreach to schools and teachers to support the inclusion, learning, health and wellbeing of students	Yes
KIS 3 Setting expectations and promoting inclusion	Support students agency and advocacy in maintaining connection with and transition to school/ education or work.	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>Austin school is part of a student's journey. To better the support students to successfully transition from Austin School we need to:</p> <ul style="list-style-type: none"> - help our students develop the skills to advocate for themselves as they will be moving on. - assist educational settings to be inclusive and ensure their staff have the capability to understand and support our students. 	

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	Staff Opinion Survey - whole staff percentages in: Climate for Learning: - 80% for guaranteed and viable curriculum, collective efficacy and staff trust in colleagues; -95% for collective responsibility, and - 90% for teacher collaborations Students' ILP goal achievement of 95% in the area of personal and social capability. Programs can identify student growth within program rubric via term and across the year
KIS 1 Curriculum planning and assessment	Refining assessment tools to accurately capture student learning
Actions	Programs review their assessment tools and refine to better capture student learning.
Outcomes	Teachers will: - track student growth. - identify areas of student need and alter program to target student need. - identify impact of program on student learning. Students will: - voice their learning and understandings. - identify strategies to support them at school. Leadership will - identify impact of all programs on student growth. - know what tools and data are used by each program and their impact on student learning.
Success Indicators	Program rubric (tracks student learning in key areas) and other assessment tools (Kearny, maths online, pre/ post program testing etc.) used by all teachers in planning, monitoring and reporting on student learning. Data collated termly and end of year assessment data will show impact of program on student learning. Feedback survey from schools post program and student feedback during, at the end of program and post program used to reflect

	and refine programs. End of year program report which captures student learning and show precision and improvement in practice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Program use rubric (identifies key learning areas and student progress) and other assessment tools identify student need and monitor student progress.	<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
Ongoing use of relevant assessment tools to identify areas of student need, monitor student growth and alter program where necessary.	<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
Ongoing review and refine assessment tools	<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
Collect, collate and compare data to reflect individual and cohort growth and learning termly and annually	<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 end of year report which captures student learning	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 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 (knowing self, strategies to support, communicating need/ help seeking)			
Actions	Supporting students to better know self and self management strategies Teachers will further explore how they can encourage student agency and advocacy as students plan and transition back to their school or other setting.			
Outcomes	Teachers will: - identify how student agency and advocacy are developed in their program - Identify how students learn about self and self management strategies - modify programs and transition pathways based on student feedback. Students will: - voice their wants and needs - identify effective self management strategies Leadership will - identify how programs develop student self awareness, management and agency. - provide resources to develop teacher capacity to support student agency and advocacy.			
Success Indicators	Identify resources and strategies which specifically target the development of student self awareness and self management understandings and skills. Trier 2 SWPBS data indicates success strategies which have resulted in a decrease in Tier 2 behaviours. Return to school plans and student end of program reports identify effective strategies which enable them to self regulate their emotions and support their wellbeing. Teacher PDPs will include actions and reflections showing enactment of student agency.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explore Be You	<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

Investigate and conduct staff professional development targeting self awareness and self management	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Revisit student amplify. Programs audit on how they develop students self awareness and self management	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Programs explore how they can further enhance students self awareness and self management	<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
Staff reflection on key topics related to student cohort	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Curriculum planning and assessment	Program monitoring and updating of content, learning goals and strategies to reflect Victorian Curriculum and student cohort.			
Actions	Each program update and review program content and documentation.			
Outcomes	Students will: - assist in the identification of their learning goals - assist in the monitoring of their achievements - identify what they have learnt from being at the Austin School Teachers will -identify key components of their program and their links to the Victorian Curriculum			

	-identify student needs and how these are captured as learning goals. Leadership will -support the construction of ILP goal banks			
Success Indicators	ILP goal banks New ILP template Refined ILP process and procedure			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and update- program against Victorian Curriculum.	<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
Review and update program outline.	<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
Review program resources and update and refine as required e.g. RRRR, Trauma.	<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
Explore ILP goals and identify key areas. Review learning goals and establish a goal bank.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Review and update ILP processes and procedure.	<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
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	<p>Staff Opinion Survey whole staff percentage will reach in:</p> <p>Leadership-</p> <ul style="list-style-type: none"> -cultural 85% and - instructional 80%. <p>Health and Wellbeing</p> <ul style="list-style-type: none"> - resilience above 80%. <p>Professional Development</p> <ul style="list-style-type: none"> - active participation 70%, - school level support 80%. <p>Climate for Learning</p> <ul style="list-style-type: none"> - collective efficacy 70% and - collective responsibility 95%. <p>PLC maturity rubric- maintain current levels</p>			
KIS 1 Evaluating impact on learning	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	<p>Teachers will:</p> <ul style="list-style-type: none"> - identify the purposes of different meetings - develop and follow meeting protocols <p>Leadership will:</p> <ul style="list-style-type: none"> - improve their knowledge and skills around effective PLC's. 			

Success Indicators	<p>We will continue to monitor our location on the maturity matrix. Curriculum planning and assessment- move further from embedding to excelling.</p> <p>Data used to focus and drive collaborative improvement and evaluate impact on learning. Program end of year report and end of year assessment data capture impact on learning.</p> <p>Shared protocols will be developed at the beginning of the year, revisited as required and targeted coaching and mentoring implemented to support adherence.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
T1 Establish purpose and protocols Teaching and Learning- VC, Program, RRRR, HITS	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
T2 Positive Climate for Learning trauma, safe schools, promoting inclusion, empowering students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
T3 Community Engagement in Learning Feedback- students, parent and carers, networks schools and agencies What do they say...next step Evaluation and Review	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional development to enhance leadership understandings and skills.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Term 4 Vision, values and culture	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

New strategic plan			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	Observation and mentoring from learning specialists on High Impact Teaching Strategies (HITS). In program and offsite peer observation focus on HITS, program and student engagement and learning.			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - identify the FISO and DET resources which support learning and teaching. - 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 life long learning through the use of peer observation and self reflection. 			
Success Indicators	<p>Staff identify changes to programs based on peer observation feedback.</p> <p>Staff PDP reflection comments and peer observation documentation demonstrate improvement of practice.</p> <p>Staff will be able to give and receive meaningful feedback.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff will participate in PD around FISO, peer observation, HITS and pedagogical models.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Learning specialists will support teachers to focus on a HIT and provide feedback and mentoring each term around their practice.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,800.00 <input type="checkbox"/> Equity funding will be used
In programs staff will provide informal feedback on teacher practice	<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
Onsite visit to another program	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Off site visit	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Case study	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <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: - 85% of students return to an educational or vocational settings post program •Feedback from PD evaluation survey indicates:			

	<ul style="list-style-type: none"> - rates from good to very good <p>End of year reports from each program identify program change/ enhancements based on parent/ student/ base school feedback</p>			
KIS 1 Networks with schools, services and agencies	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. Ask 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: <ul style="list-style-type: none"> - create a survey for students which will provide teachers with feedback on their practice and the program. - identify change in program or practice based on survey results. Students will: <ul style="list-style-type: none"> - provide feedback of program's effectiveness. - identify what they need to help them learn. Leadership will: <ul style="list-style-type: none"> - network with various agencies and schools. - identify how programs support schools and students. 			
Success Indicators	Feedback from both students and schools identify what elements of each program have the most impact/ need further enhancement/ improvement in the area of contents, student learning or teacher practice . Program change based on student and school feedback. End of year program report captures feedback and program change based on this feedback. Staff PDP captures problems of practice, growth/ change and impact by the end of the year.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Collect and collate data from schools and agencies 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
Ask 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 4	\$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 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	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:			

	<ul style="list-style-type: none"> - create targeted presentations which reflect school/ DET needs. - present Center of Expertise and Inclusive classroom PD suite. - enhance their presentation skills. <p>Leadership will:</p> <ul style="list-style-type: none"> - support teachers to enhance their presentation skills and understandings. - empower staff to share their expertise with other organisations and DET staff. 			
Success Indicators	<p>Increasing level of engagement in PD, increasing diversity of inclusion support, and having impact of teacher practice. Indicated by:</p> <ul style="list-style-type: none"> - External PD database identifies targeted professional development to school - PD Survey feedback indicates impact of professional development; essential components; what can be changed and enhanced in presentations; further or additional professional development required - 6 month post PD feedback identifies long term impact of PD on teacher practice (what we need to keep and build on in the presentations). - PD presentations- increase in diversity of resources Austin teachers can use to support schools in formal and informal PD - Increase in presenters which indicates increase skills and ability of staff to present, ability to provide more PD. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Create and provide PD to reflect school/ DET needs	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in Secondary Consults with CYMHS staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Provide professional development to enhance skills and capability of PD presenters.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Support students agency and advocacy in maintaining connection with and transition to school/ education or work.			
Actions	Empowering students in the post program process.			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> - identify what strategies are effective for them - participate in transition planning <p>Teachers will:</p> <ul style="list-style-type: none"> - support students to plan for or connect with their school - support the student to identify effective strategies for them - advocate for students in the transition phase <p>Leadership will:</p> <ul style="list-style-type: none"> - support teachers to work with a range of schools and agencies - support teachers with challenges they face 			
Success Indicators	Student successfully transition to school or another setting.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student explore and identify strategies that help them	<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
Students will participate in transition planning and where appropriate meetings	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers will communicate with student, family/ Carer and various agencies to assist in the planning and transition processes	<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
Teachers support the student in the transition processes and encourage student agency. They will advocate for the student where required.	<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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$3,000.00
Additional Equity funding	\$5,000.00	\$3,000.00
Grand Total	\$10,000.00	\$6,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Investigate and conduct staff professional development targeting self awareness and self management	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$3,000.00
Totals			\$5,000.00	\$3,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Resources to support student self regulation	from: Term 1 to: Term 4		\$5,000.00	\$3,000.00
Totals			\$5,000.00	\$3,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Explore Be You	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Investigate and conduct staff professional development targeting self awareness and self management	<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"/> 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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> Off-site TBA
Staff reflection on key topics related to student cohort	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Karen Smith	<input checked="" type="checkbox"/> On-site
Staff will participate in PD around FISO, peer observation, HITS and pedagogical models.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning specialists will support teachers to focus on a HIT and provide feedback and mentoring each term around their practice.	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Onsite visit to another program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Off site visit	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 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"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> Off-site Various locations
Create and provide PD to reflect school/ DET needs	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site onsite and school settings, AEU
Participate in Secondary Consults with CYMHS staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site schools
Provide professional development to enhance skills and capability of PD presenters.	<input checked="" type="checkbox"/> Teacher(s)	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"/> External consultants TBA	<input checked="" type="checkbox"/> Off-site TBA