

2022 Annual Implementation Plan

for improving student outcomes

Croydon Special Developmental School (5210)



Submitted for review by Elizabeth Anderson (School Principal) on 25 February, 2022 at 04:55 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

| | FISO 2.0 Dimensions | Self-evaluation Level |
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| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| | Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships | |
| Assessment | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Evolving |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |

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

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

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

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| Enter your reflective comments | <p>Structuring Functional Independence - professional learning and coaching with external consultant.</p> <p>Trialling of Start of day routines in Primary 1. SFI implementation checklist developed. Resources developed to support program.</p> <p>Assessment and Reporting - Improvement in teacher planning incorporating greater differentiation.</p> <p>Increased collaboration between teachers to work on term planning documents.</p> <p>Teachers are clearly referencing Vic Curriculum and CSDS Curriculum Guides in teacher planning documents and student reporting.</p> |
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| | <p>Assessment Annual Schedule developed</p> <p>Tutor Learning Initiative - successful implementation of program to support Student Speaking and Listening for targeted students</p> <p>Reading assessments for Primary Students using Fountas and Pinnell assessment tool.</p> <p>SWPBS - universal supports checklist - continued implementation, MTSS approach developed,</p> <p>Referral system for Allied Health and Behaviour support</p> <p>TFI results 56% at end of 2020 to 80% 2021.</p> <p>Consistent use of XUNO for behaviour incident data.</p> <p>Team Teach Protective behaviour training - 4 x new trainers and refresher.</p> |
| <p>Considerations for 2022</p> | <p>Implement with consistency over the year (2022) - Start of the Day sensory regulation routines, SFI, teacher planning schedule, assessment schedule, Universal Supports Checklist</p> <p>Use of data sheets re start of day program in 2022 as part of hand over documents and to continue implementation of start of day program in 2022.</p> <p>Start of 2022, use of data from implementation checklist and development of SFI guide and Student Readiness Checklist.</p> <p>Implement Tutor Learning Initiative focusing on Reading and Viewing on 2022 building on work that has been completed in Speaking, Listening, Communication.</p> <p>Align Fountas and Pinnell to Victorian Curriculum levels A - 2</p> <p>Review Croydon SDS Instructional Model</p> <p>Review Universal Supports Checklists to include teacher self reflection and class team reflection.</p> <p>Implement Croydon SDS Assessment Schedule</p> <p>Structuring Functional Independence to be implemented school-wide</p> <p>Leadership - Principal and Assistant Principal to support learning walks for teachers with leading teacher and learning specialists</p> <p>Universal supports - Review communication and visual organisation implementation of universal supports checklist.</p> <p>SoSafe! program planning to be extended to primary section.</p> <p>Implement SWPBS Team Action Plan - developed through UPB training</p> <p>Continue to develop VSM for expected behaviours</p> <p>Work towards Silver level accreditation.</p> <p>Team Teach - train a further 3 staff as trainers. Level 1 Team Teach for all staff to be completed Term 1.</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

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| Goal 1 | <p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| Target 1.1 | <p>Support for the 2022 Priorities</p> |
| Key Improvement Strategy 1.a Priority 2022 Dimension | <p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| Key Improvement Strategy 1.b Priority 2022 Dimension | <p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> |
| Goal 2 | <p>To optimise the learning growth of students in Literacy and Numeracy</p> |
| Target 2.1 | <p>Increase the percentage in the School Staff Survey of teachers continually monitoring the effectiveness of their teaching practice through the analysis of student learning data from 66.7% in 2019 to 75% in 2023.</p> <p>Increase the percentage in the Croydon SDS Communication Friendly Environment Survey which indicates that the student's most appropriate modes of communication are made available and modelled by staff when interacting with the student from 80% in 2019 to 90% in 2023.</p> |
| Target 2.2 | <p>Increase the percentage in the School Staff Survey of Teachers in the school have a deep understanding of the curriculum they teach from 58.3% in 2019 to 65 % in 2023.</p> |

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| Target 2.3 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey to indicate that students are provided with opportunities to demonstrate their learning in a variety of ways from 67% in 2019 to 75% in 2023. |
| Key Improvement Strategy 2.a Building practice excellence | Build the pedagogical content knowledge of all staff |
| Key Improvement Strategy 2.b Building practice excellence | Develop and embed an instructional model |
| Key Improvement Strategy 2.c Curriculum planning and assessment | Build teacher capacity to use assessment data to improve student learning outcomes |
| Goal 3 | Improve student voice and agency |
| Target 3.1 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 85 % in 2023. |
| Target 3.2 | Improve the positive endorsements in the Parent Opinion Survey for: Student voice and agency from 67 % in 2019 to 70 % in 2023. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build staff and parent understanding of student voice and agency |

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| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Strengthen opportunities for student voice, agency and leadership |
| Key Improvement Strategy 3.c Networks with schools, services and agencies | Further develop partnership initiatives with key external organisations |
| Goal 4 | Improve the personal and social capabilities and learning outcomes of each student. |
| Target 4.1 | Increase the school safety and wellbeing percentage in the School Staff Survey from 59 % in 2019 to 65% in 2023. |
| Target 4.2 | Decrease the number of student major behaviour incident reports by 5% by 2023 |
| Target 4.3 | <p>Improve the positive endorsements in the POS for the following factors:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 86% (2019) to 90% (2023) • Promoting positive behaviour from 93% (2019) to 95% (2023) |
| Key Improvement Strategy 4.a Health and wellbeing | Build a whole school approach to Respectful Relationships |
| Key Improvement Strategy 4.b | Embed School Wide Positive Behaviour Support framework |

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| Setting expectations and promoting inclusion | |
| Key Improvement Strategy 4.c Setting expectations and promoting inclusion | Build a whole school approach to Multi-Tiered Systems of Support |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| <p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | Yes | Support for the 2022 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of endorsement score in School Staff Survey (Principal and Teacher class) in the area of professional learning through peer observations from 57 % in 2021 to 65 % by the end of 2022</p> <p>Increase the percentage of endorsement score in School Staff Survey in the area of seeking feedback (Principal and Teacher class) to improve practice from 57 % in 2021 to 65 % in 2022.</p> <p>Increase the percentage of endorsement score in School Staff Survey in the use of pedagogical model from 57 % in 2021 to 65 % by the end of 2022.</p> <p>Implement the Schoolwide Positive Behaviour Support action plan to reach Silver accreditation by end of 2022.</p> |
| To optimise the learning growth of students in Literacy and Numeracy | No | Increase the percentage in the School Staff Survey of teachers continually monitoring the effectiveness of their teaching practice through the analysis of student learning data from 66.7% in 2019 to 75% in 2023. | |

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| | | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey which indicates that the student's most appropriate modes of communication are made available and modelled by staff when interacting with the student from 80% in 2019 to 90% in 2023. | |
| | | Increase the percentage in the School Staff Survey of Teachers in the school have a deep understanding of the curriculum they teach from 58.3% in 2019 to 65 % in 2023. | |
| | | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey to indicate that students are provided with opportunities to demonstrate their learning in a variety of ways from 67% in 2019 to 75% in 2023. | |
| Improve student voice and agency | Yes | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 85 % in 2023. | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 82 % in 2022. |
| | | Improve the positive endorsements in the Parent Opinion Survey for: | Improve the positive endorsements in the Parent Opinion Survey for: |

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| | | Student voice and agency from 67 % in 2019 to 70 % in 2023. | Student voice and agency from 67 % in 2019 to 70 % in 2022. |
| Improve the personal and social capabilities and learning outcomes of each student. | No | Increase the school safety and wellbeing percentage in the School Staff Survey from 59 % in 2019 to 65% in 2023. | |
| | | Decrease the number of student major behaviour incident reports by 5% by 2023 | |
| | | <p>Improve the positive endorsements in the POS for the following factors:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 86% (2019) to 90% (2023) • Promoting positive behaviour from 93% (2019) to 95% (2023) | |

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| Goal 1 | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
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| 12 Month Target 1.1 | <p>Increase the percentage of endorsement score in School Staff Survey (Principal and Teacher class) in the area of professional learning through peer observations from 57 % in 2021 to 65 % by the end of 2022</p> <p>Increase the percentage of endorsement score in School Staff Survey in the area of seeking feedback (Principal and Teacher class) to improve practice from 57 % in 2021 to 65 % in 2022.</p> <p>Increase the percentage of endorsement score in School Staff Survey in the use of pedagogical model from 57 % in 2021 to 65 % by the end of 2022.</p> <p>Implement the Schoolwide Positive Behaviour Support action plan to reach Silver accreditation by end of 2022.</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | |
| Goal 2 | Improve student voice and agency | |
| 12 Month Target 2.1 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 82 % in 2022. | |
| 12 Month Target 2.2 | <p>Improve the positive endorsements in the Parent Opinion Survey for:</p> <p>Student voice and agency from 67 % in 2019 to 70 % in 2022.</p> | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 1 Empowering students and building school pride | Build staff and parent understanding of student voice and agency | No |
| KIS 2 Setting expectations and promoting inclusion | Strengthen opportunities for student voice, agency and leadership | Yes |
| KIS 3 Networks with schools, services and agencies | Further develop partnership initiatives with key external organisations | 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. | Communication is central to the learning success of every student at Croydon SDS. It is vital that students have access to their preferred mode of communication throughout the day in order to successfully engage in their learning and interact with peers and staff. Croydon SDS will work to build on providing students with opportunities for leadership and learning to strengthen their participation and engagement in school. We will continue to build on the work completed in 2021. | |

Define Actions, Outcomes and Activities

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| Goal 1 | 2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| 12 Month Target 1.1 | <p>Increase the percentage of endorsement score in School Staff Survey (Principal and Teacher class) in the area of professional learning through peer observations from 57 % in 2021 to 65 % by the end of 2022</p> <p>Increase the percentage of endorsement score in School Staff Survey in the area of seeking feedback (Principal and Teacher class) to improve practice from 57 % in 2021 to 65 % in 2022.</p> <p>Increase the percentage of endorsement score in School Staff Survey in the use of pedagogical model from 57 % in 2021 to 65 % by the end of 2022.</p> <p>Implement the Schoolwide Positive Behaviour Support action plan to reach Silver accreditation by end of 2022.</p> |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <p>Build understanding of curriculum A-D for teachers and education support staff.</p> <p>Implement assessment schedule and use assessment data in literacy and numeracy to review teaching impact and student progress against their goals.</p> <p>Develop a bank of baseline assessment tools.</p> <p>Plan targeted professional learning opportunities for teachers and education support throughout the school on the Structuring Functional Independence framework.</p> <p>Implement the 10 Steps to Independent Learning in classrooms</p> <p>Through the Tutor Learning Initiative, primary students in need of support or intervention in the area of Reading and Viewing will be identified through ABLES, Fountas and Pinnell Assessments and anecdotal observations. The tutor will work in the classroom with individual or small groups of students in collaboration with the class teacher and allied health staff.</p> <p>Allied Health staff to support and model the use of visuals, visual schedules and multi-modal use of communication systems across the curriculum throughout the day.</p> |

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| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - follow their individual visual learning schedule through the day <p>Teachers will:</p> <ul style="list-style-type: none"> - confidently and accurately identify learning needs of their students - consistently implement the agreed assessment schedule - confidently use the Croydon SDS Pedagogical Model - implement the 10 Steps to Independent Learning in their classroom to strengthen and reflect on their teaching practice - develop a bank of baseline assessments <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - develop their understanding of the Structuring Functional Independence model and their role in supporting students - support the implementation of the 10 Steps to Independent Learning in the classroom - develop their understanding of the Croydon SDS Pedagogical model <p>Leaders will:</p> <ul style="list-style-type: none"> - use multiple sources of evidence to track student progress in literacy and numeracy - lead and facilitate the review of the Croydon SDS Pedagogical Model (instructional model) that places the student learning at the centre | | | |
| Success Indicators | <p>Tutor using Fountas and Pinnell reading assessment tool and collaborating with teachers. Assessment Schedule implemented Teachers use formative and summative assessment to inform goals, individual learning programs and to report on student outcomes. Documentation and data collected for students in the tutor program showing evidence of engagement and progress against ILP goals. Pedagogical model reviewed, refined, published. Bank of assessments developed and compiled to support the Croydon SDS Assessment schedule</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Professional learning on Structuring Functional Independence - webinars and individual classroom coaching sessions and whole school curriculum day Leadership Coaching to support implementation and embedding SFI | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$2,600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

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| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional Learning for teachers on Implementation of Assessment Schedule, develop and compile bank of assessment tools | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review of Pedagogical model and Professional Learning for staff | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

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| Disability Inclusion Profiles developed | <input checked="" type="checkbox"/> Disability Inclusion Coordinator | <input type="checkbox"/> PLP Priority | from: Term 2 to: Term 4 | \$29,433.91 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning - Introduction to Leadership Coaching | <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 1 | \$5,673.69 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Build staff capacity to use XUNO system to collect, analyse, monitor and respond to student behaviour. Strengthen and embed processes and procedures to build a culture of staff and student safety and wellbeing through multi -tiered systems of support | | | |

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| | Review Respectful Relationships program and action plan. Allied Health staff to provide strategies to support student's sensory regulation needs to promote student wellbeing. | | | |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - participate in regular weekly SWPBS lessons - identify the school values - care, share, do your best and be safe - participate in token system and Super Skills shop <p>Teachers will:</p> <ul style="list-style-type: none"> - will implement universal supports in their classroom - respond to student behaviour with consistency <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - will support universal supports in their classroom - respond to student behaviour with consistency <p>Leaders will:</p> <ul style="list-style-type: none"> - use behaviour data and support learning walks to monitor progress with the implementation of universal supports in classrooms | | | |
| Success Indicators | <p>Classroom and school learning walks and peer observation</p> <p>Students will demonstrate progress in ILP goals related to personal social capabilities.</p> <p>Student behaviour data</p> <p>Functional Behaviour Analysis and Behaviour Support Plans developed for students needing intensive supports.</p> <p>Staff SWPBS survey SAS</p> <p>Tiered Fidelity Inventory</p> <p>SW-PBS Action plan progress</p> <p>Sensory regulation activities embedded as part of a student's program - primary students</p> <p>Sensory Snapshot profile completed for each student</p> <p>Silver accreditation</p> <p>Regular timetabled meetings for Universal Supports and Multi-Tiered Systems of Support teams.</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Observations and feedback re students and behaviours of concern - Dan Petro, Behaviour Analyst | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$11,896.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Professional learning for whole staff - positive behaviour support, analysing and monitoring data, impact of disability - ASD, Protective Intervention Training | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Universal Supports and Multi-Tiered Systems of Support teams - representation across the school with fortnightly data informed meetings. | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which |

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| | | | | may include DET funded or free items |
| Universal Prevention Team members training | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Staff Wellbeing - professional learning - Mental Health First Aid Training; Pressure Proof - Building Resilience program; Staff Self Care | <input checked="" type="checkbox"/> All Staff | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$50,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Improve student voice and agency | | | |

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| 12 Month Target 2.1 | Increase the percentage in the Croydon SDS Communication Friendly Environment Survey that opportunities are provided for students to voice their opinions and contribute and explore their ideas in a safe environment, regardless of the communication system used from 78 % in 2019 to 82 % in 2022. |
| 12 Month Target 2.2 | Improve the positive endorsements in the Parent Opinion Survey for: Student voice and agency from 67 % in 2019 to 70 % in 2022. |
| KIS 1 Setting expectations and promoting inclusion | Strengthen opportunities for student voice, agency and leadership |
| Actions | Develop student leadership through the organisation of 4 teams across the whole school Strengthen and embed school captain election process Strengthen role of school captains and team captains Strengthen and embed Respectful Relationships (RR) framework across the school - including SoSAFE! and eSmart programs Allied Health staff support student voice by providing access to appropriate AAC systems |
| Outcomes | Students will: - participate in the election of student leaders - participate in team activities and events throughout the year Teachers will: - implement and strengthen student leadership opportunities - implement the RR framework Education Support Staff will: - support the student leadership program - will support the implementation of the RR framework Leaders will: - monitor the student leadership program and development of school house teams - monitor progress of the RR action plan |
| Success Indicators | Documented processes and procedures and roles for student leadership Team events/activities calendar Update the Respectful Relationships Action Plan by the end of Term 2 |

| | Complete phases 3 - 5 of SoSAFE! Program lesson plans for Transition Section Communication to the school community via school newsletters, website, school council presentations and SSG's Professional learning sessions for staff | | | |
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| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| establish 4 house teams across the school document leadership selection process develop whole school events with the teams to gain points during the year | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Document school captain election process Document role of school captain | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items |

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| | | | | will be used which may include DET funded or free items |
| Revise RR action plan for 2022 | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop lesson plans for SoSAFE! and eSmart programs | <input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| SIT - Improve Student Voice & Agency established | <input checked="" type="checkbox"/> Education Support | <input type="checkbox"/> PLP Priority | from: Term 1 | \$0.00 |

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| | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | | to: Term 4 | <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
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Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$50,703.38 | \$50,703.38 | \$0.00 |
| Disability Inclusion Tier 2 Funding | \$29,433.91 | \$29,433.91 | \$0.00 |
| Schools Mental Health Fund and Menu | \$0.00 | \$0.00 | \$0.00 |
| Total | \$80,137.29 | \$80,137.29 | \$0.00 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Disability Inclusion Profiles developed | \$29,433.91 |
| Professional learning - Introduction to Leadership Coaching | \$5,673.69 |
| Observations and feedback re students and behaviours of concern - Dan Petro, Behaviour Analyst | \$11,896.00 |
| Professional learning for whole staff - positive behaviour support, analysing and monitoring data, impact of disability - ASD, Protective Intervention Training | \$8,000.00 |
| Totals | \$55,003.60 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|---|----------------------------------|-------------|---|
| Professional learning - Introduction to Leadership Coaching | from: Term 1 to: Term 1 | \$5,673.69 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) |
| Observations and feedback re students and behaviours of concern - Dan Petro, Behaviour Analyst | from: Term 1 to: Term 4 | \$11,896.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Professional learning for whole staff - positive behaviour support, analysing and monitoring data, impact of disability - ASD, Protective Intervention Training | from: Term 1 to: Term 4 | \$8,000.00 | <input checked="" type="checkbox"/> CRT |
| Totals | | \$25,569.69 | |

Activities and Milestones - Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Disability Inclusion Profiles developed | from: Term 2 to: Term 4 | \$29,433.91 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Principal Class |
| Totals | | \$29,433.91 | |

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|--|-------------|
| Employment of Family Support Coordinator | \$25,133.69 |
| Totals | \$25,133.69 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|---|
| Employment of Family Support Coordinator | from: Term 1 to: Term 4 | \$25,133.69 | <input checked="" type="checkbox"/> School-based staffing |
| Totals | | \$25,133.69 | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|--|----------------------------------|--------|--|
| Employment of Family Support Coordinator | from: Term 1 to: Term 4 | \$0.00 | |
| Totals | | \$0.00 | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|--|----------------------------------|------------------------|----------|
| Employment of Family Support Coordinator | from: Term 1 to: Term 4 | \$0.00 | |
| Totals | | \$0.00 | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--|----------------------------|---|--|---|---|
| Professional learning on Structuring Functional Independence - webinars and individual classroom coaching sessions and whole school curriculum day Leadership Coaching to support implementation and embedding SFI | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> External consultants Dr. Anna Bortoli | <input checked="" type="checkbox"/> On-site |
| Professional Learning for teachers on Implementation of Assessment Schedule, develop and compile bank of assessment tools | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 2 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources Insight Platform <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| Review of Pedagogical model and Professional Learning for staff | <input checked="" type="checkbox"/> Leadership Team | from: 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"/> Pedagogical Model | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------------|---|---|--|---|
| | | to: Term 3 | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| Professional learning - Introduction to Leadership Coaching | <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 1 | <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"/> External consultants Growth Coaching International - Gray Ryan | <input checked="" type="checkbox"/> On-site |
| Observations and feedback re students and behaviours of concern - Dan Petro, Behaviour Analyst | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Dan Petro <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <input checked="" type="checkbox"/> On-site |
| Professional learning for whole staff - positive behaviour support, analysing and monitoring data, impact of disability - ASD, Protective Intervention Training | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Daniel Berends | <input checked="" type="checkbox"/> On-site |
| Universal Supports and Multi-Tiered Systems of Support teams - representation across the school with fortnightly data informed meetings. | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Universal Prevention Team members training | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------------|--|--|---|---|
| | | | | | Regional SWPBS Coach and training | |
| Staff Wellbeing - professional learning - Mental Health First Aid Training; Pressure Proof - Building Resilience program; Staff Self Care | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Bryan Jeffrey; Michael Licenblat | <input checked="" type="checkbox"/> On-site |
| Revise RR action plan for 2022 | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <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"/> On-site |