

2024 Annual Implementation Plan

for improving student outcomes

Niddrie Autistic School (5362)



Submitted for review by Lauren Topp (School Principal) on 05 August, 2024 at 09:11 AM
Endorsed by Amanda Mullins (Senior Education Improvement Leader) on 14 August, 2024 at 01:19 PM
Endorsed by Melanie Mumford (School Council President) on 19 August, 2024 at 11:18 AM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
------------------	--	--

	FISO 2.0 Dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
------------------------------	--	--

	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	As detailed below.
To improve student learning in literacy and numeracy.	Yes	<p>By 2025, the percentage of students to demonstrate next-level growth over a period of 24 months as measured by teacher judgement data will increase for:</p> <ul style="list-style-type: none"> • Speaking and Listening (baseline to be established in 2021) to 85% (2025) • Reading and Viewing (baseline to be established in 2021) to 65% (2025) • Number and Algebra (baseline to be established in 2021) to 80% (2025) 	For 2024, Niddrie Autistic School (NAS) will establish a Numeracy working party to develop a Multi-tiered System of Support for numeracy instruction. The Literacy working party will focus on literacy assessment practices and develop a Literacy MTSS framework for NAS. In 2024, students will demonstrate 90% achievement in their learning priority goals in literacy and numeracy based on teacher judgement.
		<p>The percentage of positive endorsement for factors on the SSS will increase:</p> <ul style="list-style-type: none"> • Monitor effectiveness using data from 50% (2021) to 60% (2025) • Collaborate to plan curriculum from 56% (2021) to 66% (2025) • Academic emphasis from 39% (2021) to 50% (2025) • Instructional leadership from 46% (2021) to 55% (2025) 	Embed and deliver a year-long NAS staff induction Community of Practice program. Upskill NAS middle leaders through Growth Coaching International program Literacy and Numeracy working parties to collaborate and plan curriculum on a regular basis.

		<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"> • Stimulating learning environment from 86% (2021) to 90% (2025) • Effective teaching from 88% (2021) to 90% (2025) • Student motivation and support from 77% (2021) to 80% (2025) 	<p>Continue delivery of MHiPS program to provide support for families. Reinforce school to home communication tools with a focus on photos and work samples. Offer Parent Partnership observations (PPO) 1-2 per year. Define focus for this PPO in SSGs. Develop and continue SPOT information sessions with parents. Consult with parents to survey needs.</p>
		<p>The PLC Maturity Matrix data was benchmarked in 2021 as evolving and will be embedding in 2024.</p>	<p>2024 priorities for PLC cycles: Literacy - assessment Numeracy - strengths based learning intervention Wellbeing - Tier 1 practices to support mental health of students</p>
<p>To improve student engagement as an active learners.</p>	<p>No</p>	<p>Reduce the percentage of students with 20 or more days of absence from 25 per cent (2021) to 20 per cent (2025).</p>	
		<p>The percentage of positive endorsement for factors on the SSS will increase:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 63% (2021) to 73% (2025) • Promote student ownership of learning goals from 50% (2021) to 60% (2025) • Trust in students and parents from 45% (2021) to 55% (2025) 	
		<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"> • Student agency and voice from 79% (2021) to 85% (2025) • Managing bullying from 77% (2021) to 87% (2025) • Parent participation and involvement from 74% (2021) to 84% (2025) • Teacher communication from 77% (2021) to 87% (2025) 	

To improve student health and wellbeing.	No	<p>The percentage of students demonstrating growth in Personal and Social Capability 'Self-awareness and management' will increase from (baseline to be established in 2021) to 85 per cent (2025)</p> <p>The percentage of students demonstrating growth in Personal and Social Capability 'Social-awareness and management' will increase from (baseline to be established in 2021) to 75 per cent (2025)</p>	
		<p>The percentage of positive endorsement for factors on the SSS will increase:</p> <ul style="list-style-type: none"> • Collective efficacy from 57% (2021) to 67% (2025) • Collective focus on student learning from 68% (2021) to 78% (2025) • Interest in improving practice from 69% (2021) to 79% (2025) 	
		<p>The percentage of positive endorsement for factors on the POS will increase:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 88% (2021) to 90% (2025) • School connectedness from 86% (2021) to 90% (2025) • Positive transitions from 83% (2021) to 85% (2025) • School support from 86% (2021) to 90% (2025) 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	As detailed below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	No

KIS 1.b	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.		
Goal 2	To improve student learning in literacy and numeracy.	
12-month target 2.1-month target	For 2024, Niddrie Autistic School (NAS) will establish a Numeracy working party to develop a Multi-tiered System of Support for numeracy instruction. The Literacy working party will focus on literacy assessment practices and develop a Literacy MTSS framework for NAS. In 2024, students will demonstrate 90% achievement in their learning priority goals in literacy and numeracy based on teacher judgement.	
12-month target 2.2-month target	Embed and deliver a year-long NAS staff induction Community of Practice program. Upskill NAS middle leaders through Growth Coaching International program Literacy and Numeracy working parties to collaborate and plan curriculum on a regular basis.	
12-month target 2.3-month target	Continue delivery of MHIPS program to provide support for families. Reinforce school to home communication tools with a focus on photos and work samples. Offer Parent Partnership observations (PPO) 1-2 per year. Define focus for this PPO in SSGs. Develop and continue SPOT information sessions with parents. Consult with parents to survey needs.	
12-month target 2.4-month target	2024 priorities for PLC cycles: Literacy - assessment Numeracy - strengths based learning intervention Wellbeing - Tier 1 practices to support mental health of students	
Key Improvement Strategies	Is this KIS selected for focus this year?	

KIS 2.a Teaching and learning	Develop a school wide approach to teaching literacy and numeracy for students with autism spectrum disorder (ASD).	Yes
KIS 2.b Assessment	Develop a school-wide approach to data collection and analysis to evaluate student learning growth over time through an embedded PLC process.	No
KIS 2.c Leadership	Build the instructional leadership capacity of leaders and teachers.	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.	KIS 2.c was chosen based on 2023 SOS school climate result for collective efficacy at 68.8 % we wish to improve our collective efficacy result in 2024 to 72%. KIS 2.a reflects SSP goals based on 2021 review and SOS data showing 28.4% positive endorsement for Academic Emphasis and POS data of a stimulating learning environment of 85%. In 2024 we aim for an increase to 40% positive endorsement in SOS and 88% stimulating learning environment for POS. KIS 1.b to improve 2023 POS school connectedness from 81% to 85% by effectively utilising resources to support student wellbeing.	

Define actions, outcomes, success indicators and activities

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>As detailed below.</p>
<p>KIS 1.b 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</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Employ a 0.4FTE Mental Health and Wellbeing Leader (MHWL) who will oversee the creation of a tiered response to well-being concerns for students within the context of a Child at the Centre tier 3 intervention. - MHWL role will first include an of audit existing tier 1 and 2 supports and strategies followed by an intensive data gathering protocol culminating in a Child at the Centre case conference, with follow up data taking and case conference including communication with families. - PLC focus in Term 2 on student learning styles and strengths specifically related to Student Profile. This will capture data to facilitate student engagement and tiered wellbeing supports in place in relation to each student.
<p>Outcomes</p>	<p>Expected changes for students:</p> <ul style="list-style-type: none"> - Increased engagement and in turn improved wellbeing shown through teacher observation and parental reports for referred students. - Reduction in reported incidents. <p>Expected changes for teachers:</p> <ul style="list-style-type: none"> - Early identification of wellbeing concerns. - Early referral to MHWL. - Deeper understanding of the impact and importance of tier 1 and 2 supports. - Knowledge of the response to wellbeing process and who is responsible for follow up and implementation. - An effort to ensure Tier 1 and 2 supports are in place within the classroom. - Increased cohesion and communication between staff/leadership/allied health and families leading to an increase in reported well-

	<p>being for all students.</p> <p>Expected changes for Leaders:</p> <ul style="list-style-type: none"> - Clear communication with staff about the response to wellbeing process: - Execution of a clear sequential process to initiate and respond to student wellbeing, including but not limited to: formalising the referral process, establishing expectations from the Child at the Centre case conference, and embedding documentation outlining strategies and adjustments to support student wellbeing (within the student profile). - MHWL to coach staff in identifying behaviour for data collection and selection of appropriate evidence-based interventions. - Communication within the leadership team regarding wellbeing priorities and continuous implementation of tiered supports. <p>Expected changes within the community:</p> <ul style="list-style-type: none"> - Increased communication between families and staff around wellbeing. - Increased liaison with mental health practitioners (e.g.: social workers). 			
<p>Success Indicators</p>	<p>Data sources to measure success outcomes:</p> <ul style="list-style-type: none"> - Referrals - Student profiles - Incident forms/Edusafe reports - SSG minutes - SSS and wellbeing plans <p>Early Indicators:</p> <ul style="list-style-type: none"> - Detailed data and notes relating to wellbeing linked to student profile and DIP. - Creation of Tier 1 audit document <p>Evidence and artefacts:</p> <ul style="list-style-type: none"> - Completed Tier 1 audits from individual classes of a multi-tiered response to wellbeing intervention. - Quantity of referrals to MHWL provided by staff. - Detailed data and notes relating to wellbeing linked to student profile and DIP. - Reduction in incidents as evidenced by incident forms and Edusafe reports. - SSG minutes demonstrating collaboration and communication with families and allied health professionals. - Staff wellbeing measures on the SSS and in wellbeing plans. 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

Deliver Presentation on neurodiverse learning strengths and styles. Contacted Monash University Krongold Clinic.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Recruit MHWL	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Other funding will be used
Coach staff to support data collection and participation in child at the centre meetings. CRTS to release staff and MHWL - 60 days allocation	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student learning in literacy and numeracy.			
12-month target 2.1 target	For 2024, Niddrie Autistic School (NAS) will establish a Numeracy working party to develop a Multi-tiered System of Support for numeracy instruction. The Literacy working party will focus on literacy assessment practices and develop a Literacy MTSS framework for NAS. In 2024, students will demonstrate 90% achievement in their learning priority goals in literacy and numeracy based on teacher judgement.			
12-month target 2.2 target	Embed and deliver a year-long NAS staff induction Community of Practice program. Upskill NAS middle leaders through Growth Coaching International program Literacy and Numeracy working parties to collaborate and plan curriculum on a regular basis.			
12-month target 2.3 target	Continue delivery of MHiPS program to provide support for families. Reinforce school to home communication tools with a focus on photos and work samples. Offer Parent Partnership observations (PPO) 1-2 per year. Define focus for this PPO in SSGs.			

	Develop and continue SPOT information sessions with parents. Consult with parents to survey needs.
12-month target 2.4 target	2024 priorities for PLC cycles: Literacy - assessment Numeracy - strengths based learning intervention Wellbeing - Tier 1 practices to support mental health of students
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a school wide approach to teaching literacy and numeracy for students with autism spectrum disorder (ASD).
Actions	<p>Literacy:</p> <ul style="list-style-type: none"> - Literacy working party to refine and document MTSS framework for literacy instruction. - Implement an assessment schedule for literacy and communication to gather baseline data to inform goals and teaching practice. - Actively engage with parents to support literacy learning at home via SSGs, parent classroom observations and information sessions. <p>Numeracy:</p> <ul style="list-style-type: none"> - Establish a Numeracy working party to develop MTSS for numeracy instruction. - Develop a numeracy assessment schedule to be used in 2025.
Outcomes	<p>Expected changes for students:</p> <ul style="list-style-type: none"> - Increase in student engagement with literacy and numeracy learning tasks. - Increase in student's feeling successful, shown by participation in literacy and numeracy learning. <p>Expected changes for teachers:</p> <ul style="list-style-type: none"> - Increase in teacher capacity to select priority goals for optimal student learning targeted to individual Zone of Proximal Development and student interests. - School-wide consistency of practice and improved collaboration within school teams for literacy teaching and assessment. <p>Expected changes for leaders:</p> <ul style="list-style-type: none"> - Leaders will have a deep understanding and ability to articulate best practice in literacy instruction for students with autism Level A-

	<p>D emergent literacy learners.</p> <ul style="list-style-type: none"> - Leaders will have the knowledge to actively support teachers in understanding the learner and engaging students in literacy and numeracy learning. <p>Expected changes within the community:</p> <ul style="list-style-type: none"> - Parents feel more knowledgeable about literacy learning and more connected with their child's learning. - Increase in consistency of literacy and communication practices at home and school. 			
Success Indicators	<p>Data sources:</p> <ul style="list-style-type: none"> - SSG meeting minutes. - Team meeting minutes. - Parent information sessions. <p>Early Indicators:</p> <ul style="list-style-type: none"> - Staff using student data to inform goal setting as evidenced in SSG meetings. - Team meeting notes reflecting collective goals to planning specific to individual learners. - Students will demonstrate 90% achievement in their learning priority goals in literacy and numeracy based on teacher judgement. <p>Evidence and Artefacts:</p> <ul style="list-style-type: none"> - Staff will experience collective efficacy from 57% to 67%. There will also be an improvement in staff collective focus on student learning from 68% to 78% and interest in improving practice from 69% to 79%. - Parents will have improved connection to school from 86% to 90% and school support from 86% to 90%. - Increased parent attendance at info sessions held by school and attending observation. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Form Numeracy Working Party	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Literacy Working Party to complete MTSS School wide Literacy Framework - Curriculum day term 3	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal			
Implement Assessment Schedule and Literacy Assessment mapped to curriculum	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning for Staff on emergent literacy (64% student cohort) and best practice literacy instruction for students with a disability. Identify and implement 1 literacy intervention and evaluate it on 2 students learning outcomes.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.c 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	Build the instructional leadership capacity of leaders and teachers.			
Actions	<ul style="list-style-type: none"> - All leaders to participate in a 2-day training with Growth Coaching International: 'Introduction to Coaching for Educational Leadership'. - Learning Specialist Leaders to be allocated classrooms for weekly observation and modelling to support teachers in building their teaching capacity. - Leaders to participate in ILP goal moderation meetings with the school Speech Pathologist and executive class for up to 2 hours once per semester to ensure consistency of learning priorities. - Leaders to self-identify areas for growth and development in 2024 PDP and wellbeing plans. - Leaders to coach each other in identified goals for growth and development to continue development of leadership skills. 			
Outcomes	<p>Expected changes for students:</p> <ul style="list-style-type: none"> - Students have targeted ILP goals that meet their learning priorities. <p>Expected changes for teachers:</p> <ul style="list-style-type: none"> - Teachers will have a better understanding of their students which will be reflected within the supports documented and 			

	<p>implemented for each student within their ILP.</p> <ul style="list-style-type: none"> - Teachers engage in coaching with their assigned leader/mentor with the overarching goal of continuous improvement in their practice. <p>Expected changes for leaders:</p> <ul style="list-style-type: none"> - Leaders and teachers develop a culturally safe and trusting working relationship that is conducive to coaching to build and maintain positive classroom environments. - Leaders have an in-depth understanding of the coaching cycle and how to best support classroom teams, evidenced through improved teacher capacity. - Leaders have a comprehensive understanding of the students and teams they are supporting and can ask tailored questions to identify support required in teacher capacity. - Leaders collaborate with each other and have consistent communication to develop a shared view of MTSS implementation. This occurs through regular meetings which act as a form of progress monitoring. <p>Expected changes within the community:</p> <ul style="list-style-type: none"> - Families understand literacy interventions for their child and know how to support their child at home. - Families actively engage in literacy learning at home. 			
Success Indicators	<p>Data sources:</p> <ul style="list-style-type: none"> - School survey data for all teachers to express feedback. - SIT and Leadership Meeting minutes. - Student academic report. <p>Early Indicators:</p> <ul style="list-style-type: none"> - Leaders and SIT meeting minutes to show collaborative approach and ongoing monitoring of successful outcomes. <p>Evidence and artefacts:</p> <ul style="list-style-type: none"> - School Survey data to show increased teacher efficacy. - Leaders and SIT meeting minutes to show collaborative approach and ongoing monitoring of successful outcomes. - Coaching impact cycle documents to show improved teacher practice. - Child centred, neurodiveristy-affirming strengths-based goals are reflected by achievement in mid and end of year reports. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Leaders to deliver Assessment support modelled and guided	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver Growth Coaching International 2 day course	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,800.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Professional learning on literacy instruction for students with disabilities -Curriculum day term 3.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$26,033.40	\$26,033.40	\$0.00
Disability Inclusion Tier 2 Funding	\$73,418.79	\$73,418.79	\$0.00
Schools Mental Health Fund and Menu	\$27,957.50	\$27,957.50	\$0.00
Total	\$127,409.69	\$127,409.69	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Deliver Presentation on neurodiverse learning strengths and styles. Contacted Monash University Krongold Clinic.	\$3,000.00
Coach staff to support data collection and participation in child at the centre meetings. CRTS to release staff and MHWL - 60 days allocation	\$27,000.00
Professional Learning for Staff on emergent literacy (64% student cohort) and best practice literacy instruction for students with a disability. Identify and implement 1 literacy intervention and evaluate it on 2 students learning outcomes.	\$5,000.00
Deliver Growth Coaching International 2 day course	\$8,800.00
Totals	\$43,800.00

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Deliver Presentation on neurodiverse learning strengths and styles. Contacted Monash University Krongold Clinic.	from: Term 2 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Professional Learning for Staff on emergent literacy (64% student cohort) and best practice literacy instruction for students with a disability. Identify and implement 1 literacy intervention and evaluate it on 2 students learning outcomes.	from: Term 3 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Deliver Growth Coaching International 2 day course	from: Term 1 to: Term 1	\$8,800.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$16,800.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Coach staff to support data collection and participation in child at the centre meetings. CRTS to release staff and MHWL - 60 days allocation	from: Term 1 to: Term 4	\$27,957.50	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$27,957.50	

Additional funding planner – Total Budget

Activities and milestones	Budget
Learning Specialist for coaching support for teachers and DI implementation.	\$56,618.79
Social Worker support based on referral by teaching staff.	\$26,033.40
Totals	\$82,652.19

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning Specialist for coaching support for teachers and DI implementation.	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Social Worker support based on referral by teaching staff.	from: Term 1	\$26,033.40	<input checked="" type="checkbox"/> Support services

	to: Term 4		
Totals		\$26,033.40	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Learning Specialist for coaching support for teachers and DI implementation.	from: Term 1 to: Term 4	\$56,618.79	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Social Worker support based on referral by teaching staff.	from: Term 1 to: Term 4		
Totals		\$56,618.79	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Learning Specialist for coaching support for teachers and DI implementation.	from: Term 1 to: Term 4		
Social Worker support based on referral by teaching staff.	from: Term 1 to: Term 4		

Totals		\$0.00	
---------------	--	--------	--

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Deliver Presentation on neurodiverse learning strengths and styles. Contacted Monash University Krongold Clinic.	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> External consultants Member of Krongold Clinic Monash University	<input checked="" type="checkbox"/> On-site
Recruit MHWL	<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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Coach staff to support data collection and participation in child at the centre meetings. CRTS to release staff and MHWL - 60 days allocation	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Form Numeracy Working Party	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

Literacy Working Party to complete MTSS School wide Literacy Framework - Curriculum day term 3	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Implement Assessment Schedule and Literacy Assessment mapped to curriculum	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Leaders to deliver Assessment support modelled and guided	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Deliver Growth Coaching International 2 day course	<input checked="" type="checkbox"/> Principal	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"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> External consultants Growth Coaching International	<input checked="" type="checkbox"/> On-site

Professional learning on literacy instruction for students with disabilities - Curriculum day term 3.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Jane Farrall Consultancy	<input checked="" type="checkbox"/> On-site
---	---	----------------------------------	---	---	---	---