

# 2019 Annual Implementation Plan

## for improving student outcomes

Portland Bay School (5282)



Submitted for review by Steve Crossley (School Principal) on 20 December, 2018 at 05:56 PM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 04 March, 2019 at 04:32 PM  
Endorsed by Debra Robinson (School Council President) on 01 April, 2019 at 11:41 AM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	The school goals through the AIP are clearly articulated and professional learning plans are consistent with achieving these goals. Plans are developed after consideration of student data. There is a collective focus on the team to achieve school goals through professional learning.
<b>Considerations for 2019</b>	In 2019 we will concentrate on the following: <ul style="list-style-type: none"> <li>- maths curriculum and the PMSS program</li> <li>- collaboration between staff</li> <li>- attendance improvement strategies</li> <li>- assessment and learning</li> <li>- student voice as a vehicle to improving outcomes</li> <li>- professional learning with AACs</li> </ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.
<b>Target 1.1</b>	All students to show progress against their individual learning goals over a 12-month period.  All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.  All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	The school will develop personalised learning and support plans based around the Victorian Curriculum and the Victorian Certificate of Applied Learning. Professional learning, staff performance plans and investment in ITC will be a focus for school improvement.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	A personalised approach to learning through collaboration between students, parents and staff to create goals and strategies linked to student needs and assessed to measure progress will support excellence in teaching.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	The school will develop capacity to use digital technologies to engage students and parents in learning and progress.
<b>Goal 2</b>	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.
<b>Target 2.1</b>	The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).
<b>Key Improvement Strategy 2.a</b> Building leadership teams	Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways.  Build collaboration and collective efficacy to explore innovative instructional practice of staff resulting in improved student outcomes.

<b>Goal 3</b>	To improve student engagement and well-being.
<b>Target 3.1</b>	<p>100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS.</p> <p>Using Drummond’s Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365).</p> <p>Using Drummond’s Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975).</p> <p>The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).</p>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	<p>Continued implementation and extension of the School Wide Positive Behaviour Support program will deliver student engagement, high expectations, inclusion and empowerment.</p> <p>Build student voice in the school community through opportunities for leadership, decision-making, self-determination, feedback and responsibility.</p>
<b>Goal 4</b>	To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.
<b>Target 4.1</b>	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>All secondary aged students involved in a school enterprise program.</p> <p>Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.</p>
<b>Key Improvement Strategy 4.a</b> Building communities	<p>New school planning with DET, architect, Portland PS and school community including transition to the new site and maximising resources available at the new site.</p> <p>Share the facilities with the community to support student outcomes.</p>

**Key Improvement Strategy 4.b**  
Building communities

Develop entrepreneurial enterprise education projects that compliment academic programs and student need.

Cooperate with other education organisations around the Henty St Education community

Work to make and extend partnerships and connections between the school and community.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.	Yes	<p>All students to show progress against their individual learning goals over a 12-month period.</p> <p>All students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>All students above level 2, to show progress as indicated by benchmark assessment over a 12-month period.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>95% of students to show progress against their individual learning goals over a 12-month period.</p> <p>95% of students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>95% of students above level 2, to show progress as indicated by benchmark assessment over a 12-month period</p>
Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.	Yes	The school council self-evaluates that all professional learning standards are embedded or excelling using the FISO Continua of Practice for School Improvement (Version 5, 2/17).	The school council self-evaluates that all professional learning standards are evolving or higher using the FISO Continua of Practice for School Improvement (Version 2018).
To improve student engagement and well-being.	No	<p>100% of post-school students to participate in employment, education, training or support services in each year of the strategic plan. Data collected through annual interviews with ex-students up to 3-years after the students have finished at PBS.</p> <p>Using Drummond's Student Risk Screening Scale (1994), teacher identified student behaviour problems to be below 1 (2016 = 1.365).</p> <p>Using Drummond's Student Risk Screening Scale (1994), teacher identified student anxiety to be below 1.5 (2016 = 1.975).</p>	

		The school council self-evaluates that it is excelling at setting expectations and promoting inclusion on the FISO Continua of Practice for School Improvement (Version 5, 2/17).	
To create opportunities to extend student learning through strong community partnerships centred at the new facilities at Henty St.	No	<p>Successfully move into the new school facilities in 2018.</p> <p>The wider education community visit the new school facilities including students, staff, principals and district, regional and central staff.</p> <p>All secondary aged students involved in a school enterprise program.</p> <p>Parent general satisfaction in the Parent Opinion Survey to be at or above 5.9.</p>	

<b>Goal 1</b>	Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.	
<b>12 Month Target 1.1</b>	<p>95% of students to show progress against their individual learning goals over a 12-month period.</p> <p>95% of students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>95% of students above level 2, to show progress as indicated by benchmark assessment over a 12-month period</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	The school will develop personalised learning and support plans based around the Victorian Curriculum and the Victorian Certificate of Applied Learning. Professional learning, staff performance plans and investment in ITC will be a focus for school improvement.	Yes

<b>KIS 2</b> Curriculum planning and assessment	A personalised approach to learning through collaboration between students, parents and staff to create goals and strategies linked to student needs and assessed to measure progress will support excellence in teaching.	No
<b>KIS 3</b> Building practice excellence	The school will develop capacity to use digital technologies to engage students and parents in learning and progress.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Personalised learning and support plans based around the Victorian Curriculum will be a focus for school improvement through the school's involvement in the Primary Maths Specialist program in 2019 and 2020. This program will focus on building the capacity of staff to improve student maths outcomes. We are particularly interested in the A to D curriculum and developing assessment tools similar in function to what is available for F to 2 in the Maths Online Interview. Nonetheless the focus will extend to all levels of the primary maths curriculum and high impact teaching and learning.</p> <p>A further focus is to improve the capacity of staff to use AAC's. With an increasing number of students with severe communication deficits across all levels of the school and with new staff coming into the school this is the second year that this needs to be a focus.</p>	
<b>Goal 2</b>	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.	
<b>12 Month Target 2.1</b>	The school council self-evaluates that all professional learning standards are evolving or higher using the FISO Continua of Practice for School Improvement (Version 2018).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building leadership teams	<p>Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways.</p> <p>Build collaboration and collective efficacy to explore innovative instructional practice of staff resulting in improved student outcomes.</p>	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.

A further focus will be on collaboration between staff with the school moving to a team teaching model that suits the open plan nature of the new school facilities. The school will be organised into junior school, middle school and senior school with multiple spaces and staff. There will be focus on collaborative planning, mentoring and feedback for staff and team accountability. A major challenge for the leadership group will be to move beyond the strategic intent of this KIS into the high impact practices that make a difference to teaching and learning.

This KIS should also have an engagement focus with the fidelity of SWPBS implementation, the meaning of authentic learning and enterprise education for individual students and strategies to improve attendance.

Note: KIS 2 in goal 1 is also being addressed through this goal and KIS.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Students will engage and achieve within an innovative, challenging and authentic Victorian Curriculum framework.
<b>12 Month Target 1.1</b>	<p>95% of students to show progress against their individual learning goals over a 12-month period.</p> <p>95% of students at level 2 or below, to show progress as indicated by the ABLES Assessment Tool over a 12-month period.</p> <p>95% of students above level 2, to show progress as indicated by benchmark assessment over a 12-month period</p>
<b>KIS 1</b> Curriculum planning and assessment	The school will develop personalised learning and support plans based around the Victorian Curriculum and the Victorian Certificate of Applied Learning. Professional learning, staff performance plans and investment in ITC will be a focus for school improvement.
<b>Actions</b>	<p>Programs and Organisation</p> <ul style="list-style-type: none"> <li>- Implement the Primary Maths Specialist program</li> <li>- Build the capacity of staff to use AAC's</li> </ul> <p>Professional Learning Plan</p> <ul style="list-style-type: none"> <li>- PMSS professional learning</li> <li>- PMSS coaching and staff learning</li> <li>- PECS &amp; KWS training</li> <li>- PECS &amp; KWS coaching and staff training</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>- Grant for the Primary Maths Specialist program including associated professional learning</li> <li>- Professional learning resources: Program budgets; APT; Special School CoP and other professional networks; Professional Prac and Curric days; school timetable</li> <li>- Line of sight from AIP to PDP's</li> </ul> <p>Accountability: Monitoring using FISO - Curriculum Planning and Assessment [Embedding]</p> <ul style="list-style-type: none"> <li>- Analysis of student achievement data</li> <li>- PLC approach to professional learning</li> <li>- Maths curriculum audit</li> <li>- Evidence based pedagogy</li> <li>- Accurate collaborative assessment and moderation</li> </ul>

	<ul style="list-style-type: none"> <li>- Effective program evaluation practices</li> <li>- Effective program assessment data gathered</li> </ul>
<p><b>Outcomes</b></p>	<p>The strategy is demonstrated when:</p> <p><b>School Leadership Team</b>  A PMSS project implementation plan is in place and operating.  Collective Efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students (Mean score in Collective Efficacy in Staff Opinion Survey is 75 or above).  Students to show progress against their individual learning goals over a 12-month period.  Students in Maths to show progress against their individual learning goals over a 12-month period.  Leaders observe the use of PECS and KWS as appropriate to the student's need.  Leaders support the speech pathologist to be trained as a KWS tutor which will support the building of KWS capacity across the school.</p> <p><b>PMSS Teachers</b>  A PMSS project implementation plan is in place and operating.  Collective Efficacy: School teaching staff believe they have the necessary skills, expertise and resources to successfully educate students (Mean score in Collective Efficacy in Staff Opinion Survey is 76 or above).  Students to show progress against their individual learning goals over a 12-month period.  Students in Maths to show progress against their individual learning goals over a 12-month period.</p> <p><b>Teachers, Allied Support Staff, Curriculum Education Support Staff</b>  Collective Efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students (Mean score in Collective Efficacy in Staff Opinion Survey is 75 or above).  Students to show progress against their individual learning goals over a 12-month period.  Students in Maths to show progress against their individual learning goals over a 12-month period.  Staff working with students using KWS, can use KWS to an intermediate level.  All junior staff are familiar and regularly using PECS level 1 and other staff are familiar and comfortable using the PECS level suitable for the students in their area.  The speech pathologist is trained to be a tutor for KWS</p>

<p><b>Success Indicators</b></p>	<p>PMSS Program: This will be one of the first decisions made in the program - what will be used to collect the benchmark data? How is program success measured? It is likely to be different for students working at level A compared to level 6. As we have more students working between level A to D than F to 6, this is an important decision.</p> <p>The success indicator will be expressed in the school implementation plan and will have input from within the school and also the PMSS program leaders at DET. Developing assessment tools for the A to D Maths curriculum was a major part of our submission to be in the program.</p> <ol style="list-style-type: none"> <li>1. All students are benchmarked in maths ability in Feb / term 1 with at least two data tools (but preferably 3)</li> <li>2. Clear program goals are established in term 1</li> <li>3. A draft implementation plan is developed that includes these FISO actions:             <ol style="list-style-type: none"> <li>a). goals &amp; priorities</li> <li>b). strategies to improve teacher capacity and student outcomes</li> <li>c). an assessment plan to measure student progress</li> <li>d). an evaluation process</li> </ol> </li> </ol> <p>Collective Efficacy: School staff believe they have the necessary skills, expertise and resources to successfully educate students (Mean score in Collective Efficacy in Staff Opinion Survey is 75 or above).</p> <p>Collective Efficacy: School teaching staff believe they have the necessary skills, expertise and resources to successfully educate students (Mean score in Collective Efficacy in Staff Opinion Survey is 76 or above).</p> <p>95% of students to show progress against their individual learning goals over a 12-month period. 80% of students in Maths to show progress against their individual learning goals over a 12-month period.</p> <p>Students using KWS and/or PECS meet their communication goals.</p>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>
<p>Implement the Primary Maths Science Specialist program</p> <ul style="list-style-type: none"> <li>- Benchmark data</li> <li>- Establish program goals</li> <li>- School implementation plan and priorities</li> <li>- Support: L'shp; DET PMSS program leaders</li> <li>- Clear expectations</li> <li>- Coaching and modelling</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$120,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

	<input checked="" type="checkbox"/> Team Leader(s)			
Build the capacity of staff to use AAC's - School implementation plan for AAC's - PECS training - KWS tutor training -KWS training - AAC's networks (inc Spec Sch CoP; Speech Path N/w) - AAC's in ILP's and at SSG's - Collect AAC student data including goals and outcomes - Collect AAC staff data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <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
<b>Goal 2</b>	Strengthen the professional learning community with a focus on collaboration to ensure outstanding teaching and learning.			
<b>12 Month Target 2.1</b>	The school council self-evaluates that all professional learning standards are evolving or higher using the FISO Continua of Practice for School Improvement (Version 2018).			
<b>KIS 1</b> Building leadership teams	Develop the staff professional learning community with a focus on initiatives, implementation and evaluation of curriculum, student outcomes, well-being and pathways.  Build collaboration and collective efficacy to explore innovative instructional practice of staff resulting in improved student outcomes.			
<b>Actions</b>	<p>Program and Organisation</p> <ul style="list-style-type: none"> <li>- Move to a team teaching model based around a new organisational structure - junior school, middle school and senior school</li> <li>- Leadership team that reflects the new structure in organisation, resources and accountability</li> <li>- Line of sight in organisational structure from Strategic plan - AIP - PDP's</li> <li>- Line of sight in accountability from School leadership - Teachers - Education support</li> <li>- Staff feedback model that is consistent with line of sight organisation and accountability</li> <li>- Strategies to improve the fidelity of SWPBS program</li> <li>- Refine successful attendance strategies</li> <li>- Develop a strategy to amplify student voice including a revamp of student representative body</li> </ul> <p>Professional Learning Plan</p> <ul style="list-style-type: none"> <li>- Provide collaborative planning opportunities through the timetable, PPD and curriculum days and the professional learning budget</li> </ul>			

	<ul style="list-style-type: none"> <li>- Professional network groups e.g. Spec Sch CoP</li> <li>- DET professional learning opportunities: especially for SWPBS, attendance and student voice</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>- Program budget allocations based on new structure</li> <li>- Professional learning resources: Program budgets; APT; Special School CoP; Professional Prac and Curric days; school timetable</li> <li>- Line of sight from AIP to PDP's</li> <li>- DET resources especially for SWPBS , attendance, student voice and respectful rlshps</li> </ul> <p>Accountability: Monitoring using FISO - Building Practice Excellence [Embedding]</p> <ul style="list-style-type: none"> <li>- Professional learning focussed on student outcomes</li> <li>- Explicit collaboration, observation, modelling and feedback</li> <li>- Student data informs prof learning priorities</li> <li>- Student data is used to monitor progress</li> <li>- Professional learning is best practice evidence based</li> <li>- Systematic capacity building</li> <li>- School leaders model continuous learning</li> </ul>
<b>Outcomes</b>	<p>Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching (from School Staff Survey).</p> <p>Staff collaborate more to plan and deliver curriculum and this leads to improved staff capacity to deliver improved student outcomes.</p> <p>Staff have the skills and knowledge to cater for all students' engagement and well-being needs.</p> <p>Student attendance improves.</p> <p>Students are more motivated to learn because they have been empowered to influence their programs through greater student voice.</p>
<b>Success Indicators</b>	<p>School Staff Survey - Teacher Collaboration: Staff seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. School Staff mean above 79; School teachers mean above 75.</p> <p>95% of students to show progress against their individual learning goals over a 12-month period.</p> <p>95% of students attend more than 170 days of school in 2019.</p>

Parent Opinion Survey: General satisfaction above 85%.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>New Organisational Structure</p> <ul style="list-style-type: none"> <li>- Structures are in place - Junior School, Middle School and Senior School</li> <li>- Snapshots, ILPs and BSPs are updated by the end of term 1</li> <li>- Collaborative planning strategies are identified and implemented</li> <li>- Moderation of literacy and numeracy student work occurs within each school</li> <li>- Each school has a strategy for developing student voice</li> <li>- Tier 1 positive behaviour teaching strategies are in place for each school</li> <li>- Tier 2 positive behaviour strategies are in place for each school</li> <li>- Accountability line of sight in place for each school</li> </ul> <p>SWPBS</p> <ul style="list-style-type: none"> <li>- Professional learning for members of l'shp team</li> <li>- Update of SWPBS implementation plan</li> <li>- Clear plans and expectations communicated for each school especially for tier 1 and 2</li> <li>- Staff professional learning: teachers / Curric ES / Bus ES / Admin</li> <li>- Establish key indicators to measure implementation fidelity</li> </ul> <p>Student Voice</p> <ul style="list-style-type: none"> <li>- Lshp team to be familiar with "Amplify" resource</li> <li>- Clear plans and expectations communicated for each school and student leaders</li> <li>- Revamp of SRC</li> <li>- Structure to report to school council</li> </ul> <p>Attendance</p> <ul style="list-style-type: none"> <li>- School l'shp to evaluate student data each term</li> <li>- Clear plans and expectations communicated for each school</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"><li>- Individual data analysed for each school</li><li>- All students with less than 90% attendance to have a goal in ILP established through the SSG process</li></ul>				
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$195,000.00	\$161,213.00
<b>Grand Total</b>	<b>\$195,000.00</b>	<b>\$161,213.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Speech Pathologist Employment of a speech pathologist informs knowledge and teaching strategies to improve all student communication outcomes.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$65,000.00	\$65,000.00
Fundamental Motor Skills Program to develop fine and gross motor coordination across a range of skills including walking, rolling, throwing, riding and swimming etc For older students it includes cooking and manual activities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00

<p>Enterprise Education and Managed Pathways To support all students 14 and over to develop a career action plan and to develop the vocational qualifications, skills and work ethic required to participate in the workforce.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources</p>	<p>\$100,000.00</p>	<p>\$66,213.00</p>
<p><b>Totals</b></p>			<p>\$195,000.00</p>	<p>\$161,213.00</p>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement the Primary Maths Science Specialist program <ul style="list-style-type: none"> <li>- Benchmark data</li> <li>- Establish program goals</li> <li>- School implementation plan and priorities</li> <li>- Support: L'shp; DET PMSS program leaders</li> <li>- Clear expectations</li> <li>- Coaching and modelling</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Primary Mathematics and Science specialists</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> Both on-site and off-site No idea of locations at this point I'm guessing a lot will be in Melbourne
Build the capacity of staff to use AAC's <ul style="list-style-type: none"> <li>- School implementation plan for AAC's</li> <li>- PECS training</li> <li>- KWS tutor training</li> <li>-KWS training</li> <li>- AAC's networks (inc Spec Sch CoP; Speech Path N/w)</li> <li>- AAC's in ILP's and at SSG's</li> <li>- Collect AAC student data including goals and outcomes</li> <li>- Collect AAC staff data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>