

2022 Annual Implementation Plan

for improving student outcomes

Concord School (5027)



Submitted for review by Jason Coningsby (School Principal) on 17 December, 2021 at 02:18 PM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 07 February, 2022 at 01:44 PM
Endorsed by Mark Lancaster (School Council President) on 08 February, 2022 at 11:55 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
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	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	

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	

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	

Enter your reflective comments	<p>Staff completed a survey reflecting on and evaluating the successes of 2021. They celebrated the strengths within the FISO domains and identified the priorities for Concord students and staff in 2022. Some of the celebrations included the strengthening of relationships with staff, parents and students as well as improved team collaborative practices. Staff identified significant gains in student and staff resilience with flexible teaching and learning approaches that adapted to the changing learning environments of 2021.</p> <p>A focus on student well-being was identified as a priority and with increased staff dedicated to student engagement and</p>
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	<p>well-being, this enabled a more targeted, supported approach to meet individual needs of our students.</p> <p>The Concord community demonstrated adaptability, flexibility and open-mindedness throughout the year, enabling improved collaborative practice within learning, planning and communication.</p>
<p>Considerations for 2022</p>	<p>From the staff survey the priority areas identified were:</p> <p>Learning: Full implementation of the revised Concord Assessment Schedule from the commencement of the school year. Continued evidenced-based professional learning and program development in reading with a focus on decoding. Review and development of a school-wide approach to teaching oral language.</p> <p>Wellbeing: Continue to develop and embed SWPBS, and to strengthen the Social Competencies program.</p>
<p>Documents that support this plan</p>	<p>2021 AIP Teacher Survey Data (1).pdf (1.98 MB) FISO Continua End of Year 2021 evidence - Teaching and Learning.pdf (0.17 MB) FISO Continua End of Year 2021 evidence - Wellbeing.pdf (0.16 MB) KIS Planning Document SWE.pptx (0.65 MB) KIS Planning Document TL.pptx (0.65 MB)</p>

SSP Goals Targets and KIS

Goal 1	<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 ensure the achievement of high-quality educational outcomes for all students with focus on English and Mathematics.</p>
Target 2.1	<p>In 2019 75% of students in Year F - 10 made learning level progress in the English Language Mode of Reading and Viewing.</p> <p>In 2019 78% of students in Year F - 10 made learning level progress in the English Language Mode of Writing.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level progress* each school year during the SSP period in the VC English Language Modes of:</p> <ul style="list-style-type: none"> • Reading and Viewing • Writing • Speaking and Listening <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>

Target 2.2	<p>In 2019 72% of students in Year F - 10 made learning level progress in the Mathematics Strand of Number Algebra.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level progress* each school year during the SSP period in Mathematics Strands of:</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Refine and further develop school capacity to record, monitor, interpret and analyse student assessment data to inform differentiated teaching practice within the CSLM
Key Improvement Strategy 2.b Building practice excellence	Use the Professional Learning Community inquiry cycle to further build staff capacity to embed the CSLM in all classes
Key Improvement Strategy 2.c Instructional and shared leadership	Continue to provide distributed instructional leadership that guides, supports and direct the improvement of instructional practice and student learning within the CSLM
Goal 3	Each Concord student will achieve a positive post-school pathway or destination.
Target 3.1	<p>In 2019 100% of students exited to further studies or employment.</p> <p>By 2023, 100 per cent of students exit to further studies or employment.</p>
Target 3.2	By 2023, an increase in the percentage of students completing or partially completing the Intermediate VCAL from 0% to 10%.
Key Improvement Strategy 3.a Building practice excellence	Continue programs designed to successfully transition Concord students into further education and training, employment.

Key Improvement Strategy 3.b Curriculum planning and assessment	Develop and implement an Intermediate VCAL option into the senior secondary curriculum provision.
Goal 4	Continue to develop the social competencies and agency in learning of our students..
Target 4.1	<p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Learner characteristics and disposition domain measures to be at or above 93 per cent:</p> <p>80% of F-10 students to make learning level progress each year in the personal and social capability according to teacher judgements</p> <ul style="list-style-type: none"> • Learning Confidence (90% in 2019) • Motivation and Interest (90% in 2019) <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>
Target 4.2	<p>By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills (79% in 2019) • Student agency and voice (70% in 2019)
Key Improvement Strategy 4.a Empowering students and building school pride	Implement the outcomes of the 2018 and ensuing Social Competencies self-reviews
Key Improvement Strategy 4.b Parents and carers as partners	Improve and consistently implement Concord practices in school-parent/carers channels of communication.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<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>This 2022 Priorities Goal has two parts and does not directly relate to the Goals in the 2019-2023 Strategic Plan.</p>
<p>To ensure the achievement of high-quality educational outcomes for all students with focus on English and Mathematics.</p>	No	<p>In 2019 75% of students in Year F - 10 made learning level progress in the English Language Mode of Reading and Viewing.</p> <p>In 2019 78% of students in Year F - 10 made learning level progress in the English Language Mode of Writing.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level</p>	

		<p>progress* each school year during the SSP period in the VC English Language Modes of:</p> <ul style="list-style-type: none"> • Reading and Viewing • Writing • Speaking and Listening <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>	
		<p>In 2019 72% of students in Year F - 10 made learning level progress in the Mathematics Strand of Number Algebra.</p> <p>Ninety per cent of Year F-10 students assessed against the Victorian Curriculum (VC) Levels A-10 to make learning level progress* each school year during the SSP period in Mathematics Strands of:</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>	
<p>Each Concord student will achieve a positive post-school pathway or destination.</p>	<p>No</p>	<p>In 2019 100% of students exited to further studies or employment.</p> <p>By 2023, 100 per cent of students exit to further studies or employment.</p>	

		By 2023, an increase in the percentage of students completing or partially completing the Intermediate VCAL from 0% to 10%.	
Continue to develop the social competencies and agency in learning of our students..	No	<p>By 2023, the percentage of students responding positively to the following student Attitudes to School Survey (AtSS) Learner characteristics and disposition domain measures to be at or above 93 per cent:</p> <p>80% of F-10 students to make learning level progress each year in the personal and social capability according to teacher judgements</p> <ul style="list-style-type: none"> • Learning Confidence (90% in 2019) • Motivation and Interest (90% in 2019) <p>* learning level progress to be measured using the Concord School Continuums that are derived from the Victorian Curriculum progressions.</p>	
		<p>By 2023, the percentage of parents responding positively to the following Parent Opinion Survey (POS) Student Development domain measures to be at or above 80 per cent:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills (79% in 2019) • Student agency and voice (70% in 2019) 	

Goal 1	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	This 2022 Priorities Goal has two parts and does not directly relate to the Goals in the 2019-2023 Strategic Plan.	
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.	

Define Actions, Outcomes and Activities

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	This 2022 Priorities Goal has two parts and does not directly relate to the Goals in the 2019-2023 Strategic Plan.
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	<ol style="list-style-type: none"> 1. To embed a consistent approach to assessment. 2. To embed evidence-based practices for reading with a focus on decoding. 3. To develop a school-wide evidence-based approach to teaching oral language.
Outcomes	<p>Leaders will develop a shared approach to formative assessment. Curriculum Leaders and Allied Health will support in teacher building capacity. Curriculum Leaders will model and support the use of formative assessment in daily lessons. Curriculum Leaders and Allied Health will model and support the planning and use of LLLL/Sounds Write in daily lessons. Leaders will investigate evidence-based practices for teaching oral language. Leaders will support teaching staff to build oral language practices through clear processes and professional learning.</p> <p>Teachers will consistently implement the reviewed assessment schedule. Teachers will plan and document formative assessment approaches. Teachers will understand what formative assessment is, why and how we use. Planning teams will analyse and reflect on formative assessment to guide and support future planning. Teachers and students will know how reading lessons are structured and how this supports their learning. Teachers and students will be supported to learn at point of need. Teachers and leaders will establish intervention/small group tutoring programs. Teachers will establish a common understanding of oral language. Teachers will confidently and accurately identify student learning needs of all of their students.</p>

	Students in need of targeted academic support or intervention will be identified and supported. Students will demonstrate increased capacity with decoding and oral language.			
Success Indicators	<p>Early Indicators:</p> <p>Increased student engagement</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Progress tracked against Individual Education Plans</p> <p>Differentiated curriculum documents and evidence of student learning at different level</p> <p>Increased student movement between groups eg flexible and responsive groupings</p> <p>Documented phonics practice within the Concord approach to Reading (Primary/Secondary)</p> <p>Established intervention/small group tutoring programs</p> <p>Documented notes from TLI meetings will show plans to support individual students' learning needs</p> <p>Students will demonstrate higher levels of confidence with reading skills.</p> <p>Students will demonstrate higher levels of confidence with oral language.</p> <p>Evidence of implementation of LLLL/Sounds Write in planning documentation</p> <p>Integration of oral language instruction/skills throughout all curriculum areas</p> <p>Growth in students achieving speaking and listening goals</p> <p>Increased reciprocal conversations</p> <p>Late Indicators</p> <p>Growth in student achievement data: IEP attainment</p> <p>AtoSS factors: stimulated learning</p> <p>SSS factors: collective efficacy</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Dedicated time in planning to review and reflect on formative assessments, document evidence and use data to inform IEP goal setting	<input checked="" type="checkbox"/> Leading Teacher(s) <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	\$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
Coaching in classrooms	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Professional Learning - Oral Language	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <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

<p>Training and Resources for Reading Intervention at Concord (Primary - LLLL; Secondary - Sounds Write) *Selected staff - high support needs teachers and curriculum leaders</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <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
<p>BASTOW Leadership Development</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <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
<p>TLI Intervention Groups with a focus on decoding</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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
Whole school review of oral language practices, planning and documentation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Professional teacher resources	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <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

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Further develop and embed the School Wide Positive Behaviour Support framework. To differentiate curriculum and strengthen teaching practice in the area of Social Competencies.
Outcomes	Leaders will support staff to build SWPBS practices through clear processes and professional learning. SW&E Leaders will support planning teams to plan curriculum, assessments and lessons SW&E Leaders will support in building teacher capacity. Teachers will implement and model consistent routines and language Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers will incorporate trauma informed practices Teachers will confidently and accurately identify the learning needs of all their students Teachers will provide students with the opportunity to work at their level using differentiated resources At risk students will be identified and receive targeted support in a timely manner Students in need of targeted support or intervention will be identified and supported
Success Indicators	Early indicators: Documentation of frameworks, policies or programs Data used to identify students in need of targeted support Data of counselling services accessed by students and families Teacher Compass chronicles of student wellbeing concerns Documentation of Social Competencies program Differentiated curriculum documents and evidence of student learning at different levels Documentation of referrals and communication processes Teacher records and observations of student progress Late indicators: Improvement in relevant factors within the Students attitude to school survey Attendance data Pulse data Reduction of Suspensions Improvement in relevant factors within the Students attitude to school survey Achievement of Social Competencies IEP goals Teacher records and observations of student progress (Semester 2 teacher judgements)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPBS Audit: Complete the Tiered Fidelity Inventory of SWPBS, Utilise the area SWPBS coach and review Concord School SWPBS documentation and approach	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <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
PD for staff to have consistency in Compass chronicle entries in order to collect data to: - inform Individual Behaviour Support Plans - Review and develop interventions used for Tier 2 and Tier 3 students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Whole School PD on trauma informed practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$6,600.00

			to: Term 1	<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
Whole school review of Concord School Social Competencies practices, planning and documentation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <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
Review implementation of inclusive programs and practices, including Safe Schools, the Aboriginal Perspectives program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(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
Identify and schedule appropriate professional learning for teachers implementing Social Competencies programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$130,000.00	\$130,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$130,000.00	\$130,000.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole school review of Concord School Social Competencies practices, planning and documentation.	\$130,000.00
Totals	\$130,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Whole school review of Concord School Social Competencies practices, planning and documentation.	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing

Totals		\$130,000.00	
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Activities and Milestones - Disability Inclusion Funding

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

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
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Dedicated time in planning to review and reflect on formative assessments, document evidence and use data to inform IEP goal setting	<input checked="" type="checkbox"/> Leading Teacher(s) <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"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Professional Learning - Oral Language	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Training and Resources for Reading Intervention at Concord (Primary - LLLL; Secondary - Sounds Write) *Selected staff - high support needs teachers and curriculum leaders	<input checked="" type="checkbox"/> Leading Teacher(s) <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"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Sounds Write Little Learners Love Literacy	<input checked="" type="checkbox"/> On-site
TLI Intervention Groups with a focus on decoding	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)					
Whole school review of oral language practices, planning and documentation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> On-site
SWPBS Audit: Complete the Tiered Fidelity Inventory of SWPBS, Utilise the area SWPBS coach and review Concord School SWPBS documentation and approach	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
PD for staff to have consistency in Compass chronicle entries in order to collect data to: - inform Individual Behaviour Support Plans - Review and develop interventions used for Tier 2 and Tier 3 students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Whole school review of Concord School Social Competencies practices, planning and documentation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources <p>Respectful Relationships</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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