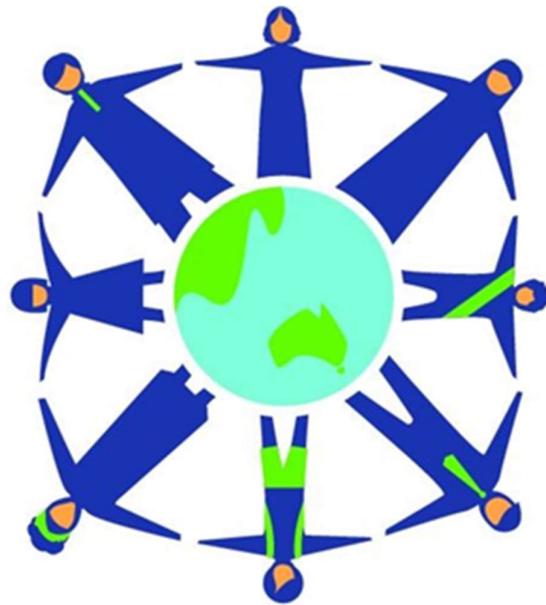


# 2022 Annual Implementation Plan

## for improving student outcomes

Collingwood English Language School (8748)



**COLLINGWOOD ENGLISH  
LANGUAGE SCHOOL**

Submitted for review by Catherine McMahon (School Principal) on 28 February, 2022 at 07:51 AM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 07 April, 2022 at 02:38 PM  
Endorsed by Trish Jelbart (School Council President) on 08 April, 2022 at 04:57 PM

## 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	Evolving
	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.	

<b>Leadership</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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	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	
<b>Support</b>	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	
<b>Enter your reflective comments</b>	The number of students currently enrolled at CELS campuses dropped by 70% with the international border closures. In 2021 CELS campuses felt the full brunt of this policy. The number of students with refugee status decreased significantly and there was a volatility beyond the usual trend ( or lack of!). The majority of the key improvement strategies in 2021 were completed after an adjustment mid year to reflect loss of staff and impact of remote learning. The staff and student attitudes data reflects this significant impact. There is a need to focus on pedagogical practice which will be through examining instruction. CELS will also further embed the curriculum design model across the school ensuring all students, including those with disrupted schooling, receive a differentiated program based on point of need. The opening of international	

	<p>borders on December 15 2021 resulted in an increase in inquiries from families still overseas. Enrolments will firm up to actual enrolment over the next 6 - 8 weeks and beyond. Along with this sudden change there is the ETAC21 and ECEP 21 initiative adding complexity for staffing. The SRP has been impacted along with shortened timelines and modified school policies and processes. This increase in volatility, uncertainty and complexity within the COVID -19 context has created significant challenges for the strategic and operational work of the school. We have however been able to focus on the school and DET priorities and KIS with some success. Data from the parent surveys show general satisfaction is high. Students and staff surveys have dropped in positive endorsement of key factors measured including academic emphasis and stimulated learning. Staff agree the sudden drop in endorsement is due to the disruption caused by remote learning for our New arrival students and the numbers down reality.</p>
<p><b>Considerations for 2022</b></p>	<p>ETAC and ECEP staff were allocated schools in continues though less staff have been allocated in term 1. This initiative has been made more uncertain and complex as inquiries have started to flow in during December and January for enrolments. This means decisions around staffing and recruitment are being balanced with ETAC/ECEP considerations creating uncertainty for staff placed in mainstream schools. Fewer staff at each campus has impacted staff wellbeing and operational decisions including yard duty and allocation of positions of responsibility.</p> <p>There is a need to balance short term strategies and actions with more strategic decisions given the disruption caused by the international border closure. This requires a more short term action based AIP of 6 months of close monitoring. 2022 is a consolidation year with no major changes to activities in Teacher Practice, Curriculum and Assessment, and Wellbeing as key actions build on the previous AIP. We believe we are at the embedding and sustaining stage for key priorities. The Leadership team will continue to take an active role in supporting and managing the continued building of staff capabilities as they strive to improve teaching and learning for our students in a time of a sudden influx of students.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</b>            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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.
<b>Target 2.1</b>	By 2022 ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.
<b>Target 2.2</b>	By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark: <ul style="list-style-type: none"> <li>● Academic emphasis from 72% to 78%</li> <li>● Teacher collaboration from 66% to 72%</li> <li>● Guaranteed and viable curriculum from 60% to 72%</li> <li>● Collective focus on student learning 71% to 78%.</li> </ul>

<b>Target 2.3</b>	<p>By the end of 2019 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <ul style="list-style-type: none"> <li>• Age equivalent (A, B and S levels)</li> <li>• Interrupted schooling (A, B and S levels)</li> <li>• No previous schooling (A, B and S levels). (to be finalised)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	Develop and embed a vision and values to underpin a learning improvement culture. (VVC)
<b>Key Improvement Strategy 2.b</b> Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)
<b>Goal 3</b>	Build student engagement and empower each student as a confident learner.
<b>Target 3.1</b>	<p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>• High expectations for success <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Years 7-9 from 74% (average of 2017-18) to 85%</li> <li>○ Years 10-12 from 88% (average of 2017-18) to 95%</li> <li>● Student voice and agency <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 68% (average of 2017-18) to 80%</li> <li>○ Years 10-12 from 79% (average of 2017-18) to 90%</li> </ul> </li> <li>● Stimulated learning <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 91% (average of 2017-18) to 95%</li> <li>○ Years 10-12 from 92% (average of 2017-18) to 95%</li> </ul> </li> </ul>
<b>Target 3.2</b>	By 2022 reduce the average days absent per student from 12.7 days (2017) to 11 days.
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Implement a rich and authentic curriculum that engages and motivates students. (CPA)
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Embed student voice and agency in their learning. (ESBSP)
<b>Goal 4</b>	Support and enhance student and family health and wellbeing to improve student learning outcomes.
<b>Target 4.1</b>	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>● Teacher concern <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Years 7-9 from 66% (average of 2017-18) to 80%</li> <li>○ Years 10-12 from 78% (average of 2017-18) to 85%</li> <li>● Advocate at school <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 80% (average of 2017-18) to 90%</li> <li>○ Years 10-12 from 80% (average of 2017-18) to 90%</li> </ul> </li> <li>● Managing bullying <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 84% (average of 2017-18) to 90%</li> <li>○ Years 10-12 from 73% (average of 2017-18) to 95%</li> </ul> </li> <li>● Resilience <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 75% (average of 2017-18) to 85%</li> <li>○ Years 10-12 from 79% (average of 2017-18) to 90%</li> </ul> </li> </ul>
<b>Target 4.2</b>	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <ul style="list-style-type: none"> <li>● General satisfaction from 87% to 93%</li> <li>● School support from 89% to 93%</li> <li>● Parent participation and involvement from 77% to 82%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	Document and implement a whole-school approach to health, wellbeing and community inclusion. (HW and SEPI)
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School staff survey responses            Academic emphasis 76%            Teacher collaboration 68%            Guaranteed and viable curriculum 72%            Collective focus on student learning 80%</p>
<p>Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.</p>	Yes	<p>By 2022 ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.</p>	<p>85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.</p>

		<p>By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark:</p> <ul style="list-style-type: none"> <li>● Academic emphasis from 72% to 78%</li> <li>● Teacher collaboration from 66% to 72%</li> <li>● Guaranteed and viable curriculum from 60% to 72%</li> <li>● Collective focus on student learning 71% to 78%.</li> </ul>	<p>Academic emphasis 76%  Teacher collaboration 68%  Guaranteed and viable curriculum 72%  Collective focus on student learning 80%  Improve the percentage responses to ATOSS factor Stimulated learning from 86% - 88%</p>
		<p>By the end of 2019 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <ul style="list-style-type: none"> <li>● Age equivalent (A, B and S levels)</li> <li>● Interrupted schooling (A, B and S levels)</li> <li>● No previous schooling (A, B and S levels). (to be finalised)</li> </ul>	<p>Develop school-based assessments for primary and secondary groups (A, B and C Pathway levels) to show growth from intake to transition from CELS in reading. Show improvement in growth for the following cohorts:</p> <p>Age equivalent (A, B and C Pathway levels)  Interrupted schooling (A, B and C Pathway levels)</p>
<p>Build student engagement and empower each student as a confident learner.</p>	<p>No</p>	<p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> <li>● High expectations for success <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 74% (average of 2017-18) to 85%</li> <li>○ Years 10-12 from 88% (average of 2017-18) to 95%</li> </ul> </li> <li>● Student voice and agency <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>○ Years 7-9 from 68% (average of 2017-18) to 80%</li> <li>○ Years 10-12 from 79% (average of 2017-18) to 90%</li> </ul> <ul style="list-style-type: none"> <li>● Stimulated learning <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 91% (average of 2017-18) to 95%</li> <li>○ Years 10-12 from 92% (average of 2017-18) to 95%</li> </ul> </li> </ul>	
		<p>By 2022 reduce the average days absent per student from 12.7 days (2017) to 11 days.</p>	
<p>Support and enhance student and family health and wellbeing to improve student learning outcomes.</p>	<p>No</p>	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>● Teacher concern <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 66% (average of 2017-18) to 80%</li> <li>○ Years 10-12 from 78% (average of 2017-18) to 85%</li> </ul> </li> <li>● Advocate at school <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> <li>○ Years 7-9 from 80% (average of 2017-18) to 90%</li> <li>○ Years 10-12 from 80% (average of 2017-18) to 90%</li> </ul> </li> <li>● Managing bullying <ul style="list-style-type: none"> <li>○ Years 4-6 to 95% or higher</li> </ul> </li> </ul>	

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		<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <ul style="list-style-type: none"> <li>● General satisfaction from 87% to 93%</li> <li>● School support from 89% to 93%</li> <li>● Parent participation and involvement from 77% to 82%</li> </ul>	

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<p>School staff survey responses</p> <p>Academic emphasis 76%</p> <p>Teacher collaboration 68%</p> <p>Guaranteed and viable curriculum 72%</p> <p>Collective focus on student learning 80%</p>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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.	
<b>Goal 2</b>	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.	
<b>12 Month Target 2.1</b>	85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.	
<b>12 Month Target 2.2</b>	Academic emphasis 76% Teacher collaboration 68% Guaranteed and viable curriculum 72% Collective focus on student learning 80% Improve the percentage responses to ATOSS factor Stimulated learning from 86% - 88%	
<b>12 Month Target 2.3</b>	Develop school-based assessments for primary and secondary groups (A, B and C Pathway levels) to show growth from intake to transition from CELS in reading. Show improvement in growth for the following cohorts:  Age equivalent (A, B and C Pathway levels) Interrupted schooling (A, B and C Pathway levels)	

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Vision, values and culture	Develop and embed a vision and values to underpin a learning improvement culture. (VVC)	No
<b>KIS 2</b> Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)	No
<b>KIS 3</b> Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)	No
<b>KIS 4</b> Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)	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.	The teacher practice team continues the critical work around excellence in teaching and learning. Data indicates a need to re-calibrate as our numbers increase and to develop actions that build on the PLC initiative with a clear whole school professional learning plan that integrates the school's improvement goals around collaborative practices for learning and wellbeing.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	School staff survey responses Academic emphasis 76% Teacher collaboration 68% Guaranteed and viable curriculum 72% Collective focus on student learning 80%
<b>KIS 1</b> 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
<b>Actions</b>	Action 1 Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Action 2 Strengthen our school wide approach to the development of courses of study in Maths and PE for 6 and 12 months courses
<b>Outcomes</b>	Outcomes (1) *Teachers identify appropriate assessments and design where required to collect student data regarding areas of study. *Teachers will have agreed processes and ways to record student learning data. *Staff will know that there is one rubric per unit that links to stage 1 learning goals. *Teachers are able to plan and deliver differentiated teaching and learning tasks to meet individual student needs using the Understanding by Design curriculum design model(UBD). *Leaders will be able to support teaching staff to build assessment and differentiation strategies through clear processes and professional learning. *Students will know what the next steps are to progress their learning and link to their learning goals. *Teachers will have a common language to discuss assessment and differentiation across the school. Outcomes (2)

	<ul style="list-style-type: none"> <li>*Students will have access to a whole school Primary/Secondary PE program which meet their learning and wellbeing needs.</li> <li>*Students explain and apply EAL and numeracy strategies within their work and across subjects.</li> <li>*Students understand where they are at with their learning, and what they need to do next to improve in Maths and PE.</li> <li>*Students provide feedback to teachers to inform planning.</li> <li>*Teachers demonstrate knowledge of student progression outlined in the Victorian Curriculum F-10 EAL.</li> <li>*Teachers meet regularly at agreed times to collaborate, share curriculum and review student assessment data.</li> <li>*Teachers consistently and explicitly implement the school's instructional model.</li> <li>*Teachers implement agreed strategies to support students with English as an additional language (EAL).</li> <li>*Leaders consciously protect privileged time for planning and collaboration.</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Success Indicators (1)</p> <ul style="list-style-type: none"> <li>*Curriculum documentation will show plans for differentiation incorporated into UBD planning.</li> <li>*Assessment schedules demonstrate a variety of diagnostic, formative and summative assessments.</li> <li>*Resource bank holds rubrics and assessment tools linked to a current unit of work.</li> <li>*Student focus group shows changes to staff practice and collection of data.</li> </ul> <p>Success Indicators (2)</p> <ul style="list-style-type: none"> <li>*Curriculum documentation of PE program shows evidence of a collaborative framework with input from all stakeholders.</li> <li>*Curriculum documentation shows evidence of planning for differentiation.</li> <li>*Curriculum documentation shows evidence of planning for learning at individual students' point of need.</li> <li>*Planners reflect the instructional model.</li> <li>*Evidence in planners that EAL strategies and HITS are being included.</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Assessment and Differentiation (1)</p> <ul style="list-style-type: none"> <li>* Staff are supported to develop understanding of the context purpose and guidelines in the Assessment and Reporting Policy and their part in the implementation including development of assessment tasks and rubrics based on unit plan stages 1&amp;2.</li> <li>*Audit current assessment processes for purpose and clarity using staff surveys and focus groups, and student focus groups.</li> <li>*Review existing assessment schedule linked to the policy and</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>

<p>include moderation PL activities in the Sector calendar. Update assessment schedule ensuring pre and post assessment points are able to be clarified with links to common assessment tasks with opportunities for students choice. *Schedule opportunities for shared planning time and collaboration between staff on developing assessment activities linked in unit plans.</p> <p>*Support staff through sector time and student free days to develop understandings of what is differentiation, what it looks like at CELS and to explore, share and develop strategies for differentiation. Link to Teacher practice where possible (WB &amp;TP) *Continued work on curriculum design model, with focus on differentiation, linking development of the units of work, e.g. Mathematics, to the DET priorities goal for 2022.</p> <p>PL on elements within the policy moderation activities through the year</p>				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Rubrics (1)</p> <p>*LT's develop a standardised CELS rubric format.</p> <p>*Teachers supported to develop rubrics using criteria from unit plan learning goals one rubric for each unit taught. (TP, WB)</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
<p>*Refine existing draft of PE program. (2)</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<p>*Seek feedback on PE program.</p> <p>*Using CELS Curriculum Framework and Maths Vic. Curriculum map out a draft scope and sequence for A &amp; B levels.</p> <p>*Refine stage 2 and 3 in all Units of Work in the Courses of Study to meet CELS Criteria of Quality Unit Design.</p> <p>*Schedule time for teachers to update curriculum documentation to reflect instructional model.</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> KLA Leader</p>		to: Term 4	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Cross Portfolio (leading engagement and differentiation project)</p> <p>*Curriculum leaders work with the Teacher Practice team to plan professional learning plan around assessment and differentiation with a specific focus on challenging tasks to support engagement of students. working group and whole staff inquiries including through PLT inquiry cycles.</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Curriculum and assessment team attend training through VASSP to provide a framework for implementing a whole school approach to designing a learning architecture that supports and strengthens a learning community and aligns with the FISO Framework:</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$8,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>ACTION ONE: Use the CELS STEP model to progress the connection between student engagement, Student Voice and Agency and the CELS curriculum</p> <p>ACTION TWO: Continue to build the resilience of students, personal learning and a health focus across the school</p>			
<b>Outcomes</b>	<p>STEP model articulates CELS approach to settlement, learning, wellbeing and engagement with clear links to student outcomes and is endorsed by staff</p> <p>Leadership team can articulate the relevance, purpose and rationale of STEP model and its interface with the CELS curriculum, engagement and wellbeing</p> <p>(ACTION 1 Student Learning Goals -SLG's)</p> <p>Staff understand the key elements of the STEP Model, including the purpose of SLGs</p> <p>Students can develop meaningful wellbeing and academic SLGs and discuss them</p> <p>Teachers incorporate strategies to increase Student Voice and Agency (SVA) in setting SLGs</p> <p>Teachers write targeted and effective IEPs</p> <p>Students exit CELS with an understand of the importance of SLG and SVA in their new education system</p> <p>(ACTION 1 Engagement)</p> <p>Teachers have inquired deeply into how engagement supports student learning outcomes</p> <p>Teachers understand that challenge and purposeful learning link to engagement</p> <p>Teachers use consistent routines to support stimulated learning</p> <p>Teachers make links between SVA and challenging learning</p> <p>(ACTION 2 Personal Learning curriculum)</p> <p>Personal Learning curriculum continues to be developed and implemented by leaders and teachers based on age and stage of learning</p>			

	<p>(ACTION 2 Student Wellbeing)</p> <p>Student Wellbeing is supported through whole school, classroom, targeted groups and individual support for example targeted wellbeing sessions - eg culturally appropriate, gender specific, age appropriate</p> <p>Teachers have a range of interventions for their classroom and the yard (eg Zones of Regulation, Social Thinking Skills) to support student wellbeing and resilience</p> <p>Teachers ensure students' learning, behaviour and wellbeing needs are met</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural safety and wellbeing</p> <p>Students wellbeing needs are more precisely identified through wellbeing levels 1-2-3</p> <p>(ACTION 2 Resilience and Relationships)</p> <p>Students understand where they are resilient and that they can learn to overcome challenges and have a growth mindset</p> <p>Teachers have a shared understanding and language around resilience for our students</p> <p>Teachers make connections between student wellbeing and their engagement</p> <p>Students are more prepared for transition to the next school/TAFE</p>
<p><b>Success Indicators</b></p>	<p>STEP Model</p> <p>Development of STEP model is evident in wellbeing team meetings and planning</p> <p>Input to STEP model with external professionals</p> <p>Discussion around STEP model with staff recorded at SFDs and / or meetings</p> <p>STEP model is the framework linked to student outcomes and CELS curriculum</p> <p>STEP model is evident in school documentation</p> <p>Student Learning Goals</p> <p>Personal Learning includes strategies and curriculum for SLGs</p> <p>Students believe their SLG's support their learning</p> <p>Teachers upload IEPs on Compass for students with special needs</p> <p>3WC demonstrate discussion of SLG's, achievements and next steps.</p> <p>Engagement</p> <p>Teacher planning</p> <p>Team, sector agendas and PLT rolling agendas show focus on engagement, challenge and purposeful learning</p>

	<p>Personal Learning  Personal Learning activities folder is populated with EAL resources for CELS derived from 4Rs curriculum and a range of SEL and self regulation strategies  UbDs for personal learning support emotional regulation and resilience related to settlement</p> <p>Zones of Regulation are nuanced for age and stage of learning  Students use SEL tools to show awareness of the emotions and self/co regulate (eg ZoR)  Social Thinking skills program is developed and trialed for primary and secondary</p> <p>Resilience and Relationships  ATOSS - Students report they have strong relationships at school  ATOSS reports showed reduction in bullying in middle years  Chronicles indicate reduced severity or frequency of conflict</p> <p>Wellbeing support  Team, sector meetings include an activity or discussion around wellbeing  Students and families are connected to allied health and mental health support within and beyond CELS  Families of at-risk students receive regular communication and support from the school  IEPs and Behaviour Support Plans reflect differentiation for academic, social and wellbeing needs</p>
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Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The draft STEP model is presented and refined in consultation with staff. The Wellbeing team leads discussions seeking input into key elements of the model and Wellbeing leadership seeks input into the model from professionals.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <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
<p>Well Being team involvement in Cross portfolio leading engagement project</p> <p>Staff take part in professional learning on RRR, Resilience, growth mindset, the process around student learning goals that includes the concept of stretch goals and on writing effective IEPs. Staff identify, develop and share SVA and student engagement activities in Personal learning and other curriculum areas.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	<p>\$15,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Cross portfolio Working group to lead documentation of the Personal Learning program - adapting 4R's to suit CELS students; support staff knowledge and skills around identified aspects of SEL including zones of regulation; documenting strategies to support resilience; developing units of work using these concepts e.g. drawing on the migration experiences of our students and referencing CELS STEP model.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Respectful Relationships Implementation Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Build capacity of the Student Engagement and Wellbeing team - Train one staff member in social thinking skills program who implements and evaluates the program, reports and makes</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	<p>\$7,000.00</p>

<p>recommendations to leadership team. Build skills of key staff through, Mental Health First Aid Training, Respectful Relationships, Headspace SafeMinds &amp; Suicide Risk Continuum Training and Responding to Self-harm Training</p>	<p><input checked="" type="checkbox"/> Wellbeing Team</p>		<p>to: Term 4</p>	<p><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>
<p><b>Goal 2</b></p>	<p>Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.</p>			
<p><b>12 Month Target 2.1</b></p>	<p>85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.</p>			
<p><b>12 Month Target 2.2</b></p>	<p>Academic emphasis 76% Teacher collaboration 68% Guaranteed and viable curriculum 72% Collective focus on student learning 80% Improve the percentage responses to ATOSS factor Stimulated learning from 86% - 88%</p>			
<p><b>12 Month Target 2.3</b></p>	<p>Develop school-based assessments for primary and secondary groups (A, B and C Pathway levels) to show growth from intake to transition from CELS in reading. Show improvement in growth for the following cohorts:  Age equivalent (A, B and C Pathway levels) Interrupted schooling (A, B and C Pathway levels)</p>			
<p><b>KIS 1</b> Building practice excellence</p>	<p>Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)</p>			
<p><b>Actions</b></p>	<p>Through PLTs and Teacher Teams teachers 'examine instruction' to ensure that learning tasks are purposeful, clearly defined, differentiated and challenging at the students point of need.</p>			

	Teachers have a shared focus on differentiation to build knowledge and skills to support all students to reach their learning potential ( HITS 10 Differentiated teaching).			
<b>Outcomes</b>	<p>Students will understand the tasks and where they are heading as well as the progress they have made and what they need to do next.</p> <p>Students will be engaged because they are curious, active participants who ask questions</p> <p>Teachers will feel confident to challenge each other more regarding the link between engagement and student learning outcomes beyond resource development.</p> <p>Teachers will engage in deeper conversations around their teaching practice adjust how they modify teaching and learning for the range of students in their class including a closer connection between learning intentions and success criteria . Teachers will ensure tasks are linked explicitly to prior learning</p> <p>Leaders will be more involved in classrooms, actively talking about resources and planning with teachers, will have more focused conversations and more specific questions to support teachers.</p>			
<b>Success Indicators</b>	<p>Teacher judgement data shows more consistency in progress across each cohort</p> <p>Reports indicate at least 2 substages growth for each student</p> <p>Feedback from teachers that 3 way conference conversations contain more focused discussion about student understanding of tasks, their understanding of their progress, and their future steps</p> <p>ATOSS survey data indicates an increase in positive endorsement of stimulated learning</p> <p>PLT Plus deltas show a developing understanding of differentiated learning and what makes challenging tasks for students</p> <p>The generation of materials supports this capacity build.</p> <p>The physical set up of classrooms indicates a more focused, precise attention on e.g. Learning Intentions and Success Criteria, table/groupings evident, evidence of the CELS Instructional model</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Cross Portfolio (Leading engagement project)</p> <p>Plan a PL program for staff with the Curriculum leaders that includes research and exploration into differentiation in terms of content, process and product in New Arrivals Programs.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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>( engagement and differentiation project?)  Use the Data Wise examine instruction process in PLT inquiries and in Teacher Teams to focus on and evaluate whether differentiation is effective and build on their knowledge and understanding of the strategies, tools and techniques that support students at their point of need.</p> <p>Broaden meaning and examples of 'examine instruction' to include teacher materials as well as opportunities for peer observation.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Bring a professional reading approach to professional learning on Engagement e.g. Teachers read and discuss Richard Elmore's concept of the Instructional core, Wiggins and McTighe and Dylan William's work on assessment and differentiation, challenge etc	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00  <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
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# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$957,333.00	\$936,000.00	\$21,333.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$957,333.00</b>	<b>\$936,000.00</b>	<b>\$21,333.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Assessment and Differentiation (1)</p> <p>* Staff are supported to develop understanding of the context purpose and guidelines in the Assessment and Reporting Policy and their part in the implementation including development of assessment tasks and rubrics based on unit plan stages 1&amp;2.</p> <p>*Audit current assessment processes for purpose and clarity using staff surveys and focus groups, and student focus groups.</p> <p>*Review existing assessment schedule linked to the policy and include moderation PL activities in the Sector calendar.</p> <p>Update assessment schedule ensuring pre and post assessment points are able to be clarified with links to common assessment tasks with opportunities for students choice.</p> <p>*Schedule opportunities for shared planning time and collaboration between staff on developing assessment</p>	\$10,000.00

<p>activities linked in unit plans.</p> <p>*Support staff through sector time and student free days to develop understandings of what is differentiation, what it looks like at CELS and to explore, share and develop strategies for differentiation. Link to Teacher practice where possible (WB &amp;TP)</p> <p>*Continued work on curriculum design model, with focus on differentiation, linking development of the units of work, e.g. Mathematics, to the DET priorities goal for 2022.</p> <p>PL on elements within the policy moderation activities through the year</p>	
<p>Rubrics (1)</p> <p>*LT's develop a standardised CELS rubric format.</p> <p>*Teachers supported to develop rubrics using criteria from unit plan learning goals one rubric for each unit taught. (TP, WB)</p>	\$10,000.00
<p>Cross Portfolio (leading engagement and differentiation project)</p> <p>*Curriculum leaders work with the Teacher Practice team to plan professional learning plan around assessment and differentiation with a specific focus on challenging tasks to support engagement of students. working group and whole staff inquiries including through PLT inquiry cycles.</p>	\$10,000.00
<p>Curriculum and assessment team attend training through VASSP to provide a framework for implementing a whole school approach to designing a learning architecture that supports and strengthens a learning community and aligns with the FISO Framework:</p>	\$8,000.00
<p>The draft STEP model is presented and refined in consultation with staff. The Wellbeing team leads</p>	\$15,000.00

discussions seeking input into key elements of the model and Wellbeing leadership seeks input into the model from professionals.	
Well Being team involvement in Cross portfolio leading engagement project Staff take part in professional learning on RRR, Resilience, growth mindset, the process around student learning goals that includes the concept of stretch goals.and on writing effective IEPs. Staff identify, develop and share SVA and student engagement activities in Personal learning and other curriculum areas.	\$15,000.00
Cross portfolio Working group to lead documentation of the Personal Learning program - adapting 4R's to suit CELS students; support staff knowledge and skills around identified aspects of SEL including zones of regulation; documenting strategies to support resilience; developing units of work using these concepts e.g. drawing on the migration experiences of our students and referencing CELS STEP model.	\$10,000.00
Bring a professional reading approach to professional learning on Engagement e.g. Teachers read and discuss Richard Elmore's concept of the Instructional core, Wiggins and McTighe and Dylan William's work on assessment and differentiation, challenge etc	\$10,000.00
<b>Totals</b>	\$88,000.00

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assessment and Differentiation (1)	from: Term 1	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing

<p>* Staff are supported to develop understanding of the context purpose and guidelines in the Assessment and Reporting Policy and their part in the implementation including development of assessment tasks and rubrics based on unit plan stages 1&amp;2.</p> <p>*Audit current assessment processes for purpose and clarity using staff surveys and focus groups, and student focus groups.</p> <p>*Review existing assessment schedule linked to the policy and include moderation PL activities in the Sector calendar.</p> <p>Update assessment schedule ensuring pre and post assessment points are able to be clarified with links to common assessment tasks with opportunities for students choice.</p> <p>*Schedule opportunities for shared planning time and collaboration between staff on developing assessment activities linked in unit plans.</p> <p>*Support staff through sector time and student free days to develop understandings of what is differentiation, what it looks like at CELS and to explore, share and develop strategies for differentiation. Link to Teacher practice where possible (WB &amp;TP)</p> <p>*Continued work on curriculum design model, with focus on differentiation, linking development</p>	<p>to: Term 4</p>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources</li> <li><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> <li><input checked="" type="checkbox"/> CRT</li> </ul>
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<p>of the units of work, e.g. Mathematics, to the DET priorities goal for 2022.</p> <p>PL on elements within the policy moderation activities through the year</p>			
<p>Rubrics (1)</p> <p>*LT's develop a standardised CELS rubric format.</p> <p>*Teachers supported to develop rubrics using criteria from unit plan learning goals one rubric for each unit taught. (TP, WB)</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>
<p>Cross Portfolio (leading engagement and differentiation project)</p> <p>*Curriculum leaders work with the Teacher Practice team to plan professional learning plan around assessment and differentiation with a specific focus on challenging tasks to support engagement of students. working group and whole staff inquiries including through PLT inquiry cycles.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>
<p>Curriculum and assessment team attend training through VASSP to provide a framework for implementing a whole school approach to designing a learning architecture that supports and strengthens a learning community</p>	<p>from: Term 1 to: Term 2</p>	<p>\$6,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> CRT</p>

and aligns with the FISO Framework:			
The draft STEP model is presented and refined in consultation with staff. The Wellbeing team leads discussions seeking input into key elements of the model and Wellbeing leadership seeks input into the model from professionals.	from: Term 1 to: Term 3	\$315,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Well Being team involvement in Cross portfolio leading engagement project Staff take part in professional learning on RRR, Resilience, growth mindset, the process around student learning goals that includes the concept of stretch goals and on writing effective IEPs. Staff identify, develop and share SVA and student engagement activities in Personal learning and other curriculum areas.	from: Term 2 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Cross portfolio Working group to lead documentation of the Personal Learning program - adapting 4R's to suit CELS students; support staff knowledge and skills around identified aspects of SEL including zones of regulation; documenting strategies to support resilience; developing units of work using these concepts e.g. drawing on the migration experiences of our students and referencing CELS STEP model.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets

Bring a professional reading approach to professional learning on Engagement e.g. Teachers read and discuss Richard Elmore's concept of the Instructional core, Wiggins and McTighe and Dylan William's work on assessment and differentiation, challenge etc	from: Term 2 to: Term 3	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$591,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Makerspace STEM program	\$40,000.00

camps / excursions primary and secondary to cover continuous intake of students over semesters	\$20,000.00
Laptops for students	\$50,000.00
PLC management and classroom observations across all campuses	\$62,937.00
Numeracy and library resources primary and Secondary across campuses	\$50,000.00
sensory garden and tree/bush replacement	\$45,000.00
Additional MEA and admin support for literacy	\$30,000.00
Teacher Mentor Program	\$60,000.00
<b>Totals</b>	<b>\$357,937.00</b>

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Makerspace STEM program	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
camps / excursions primary and secondary to cover continuous intake of students over semesters	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Assets
Laptops for students	from: Term 1 to: Term 4	\$50,000.00	

PLC management and classroom observations across all campuses	from: Term 1 to: Term 4	\$70,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Numeracy and library resources primary and Secondary across campuses	from: Term 2 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
sensory garden and tree/bush replacement	from: Term 3 to: Term 4	\$45,000.00	
Additional MEA and admin support for literacy	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Teacher Mentor Program	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$345,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Makerspace STEM program	from: Term 1		

	to: Term 4		
camps / excursions primary and secondary to cover continuous intake of students over semesters	from: Term 1 to: Term 4		
Laptops for students	from: Term 1 to: Term 4		
PLC management and classroom observations across all campuses	from: Term 1 to: Term 4		
Numeracy and library resources primary and Secondary across campuses	from: Term 2 to: Term 4		
sensory garden and tree/bush replacement	from: Term 3 to: Term 4		
Additional MEA and admin support for literacy	from: Term 1 to: Term 4		
Teacher Mentor Program	from: Term 1 to: Term 4		

<b>Totals</b>			
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### Additional Funding Planner – Schools Mental Health Fund and Menu

<b>Activities and Milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
Makerspace STEM program	from: Term 1 to: Term 4	\$0.00	
camps / excursions primary and secondary to cover continuous intake of students over semesters	from: Term 1 to: Term 4	\$0.00	
Laptops for students	from: Term 1 to: Term 4	\$0.00	
PLC management and classroom observations across all campuses	from: Term 1 to: Term 4	\$0.00	
Numeracy and library resources primary and Secondary across campuses	from: Term 2 to: Term 4	\$0.00	
sensory garden and tree/bush replacement	from: Term 3 to: Term 4		

Additional MEA and admin support for literacy	from: Term 1 to: Term 4		
Teacher Mentor Program	from: Term 1 to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Assessment and Differentiation (1)</p> <p>* Staff are supported to develop understanding of the context purpose and guidelines in the Assessment and Reporting Policy and their part in the implementation including development of assessment tasks and rubrics based on unit plan stages 1&amp;2.</p> <p>*Audit current assessment processes for purpose and clarity using staff surveys and focus groups, and student focus groups.</p> <p>*Review existing assessment schedule linked to the policy and include moderation PL activities in the Sector calendar.</p> <p>Update assessment schedule ensuring pre and post assessment points are able to be clarified with links to common assessment tasks with opportunities for students choice.</p> <p>*Schedule opportunities for</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<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"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free 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"/> PLC Initiative</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>

<p>shared planning time and collaboration between staff on developing assessment activities linked in unit plans.</p> <p>*Support staff through sector time and student free days to develop understandings of what is differentiation, what it looks like at CELS and to explore, share and develop strategies for differentiation. Link to Teacher practice where possible (WB &amp; TP)</p> <p>*Continued work on curriculum design model, with focus on differentiation, linking development of the units of work, e.g. Mathematics, to the DET priorities goal for 2022.</p> <p>PL on elements within the policy moderation activities through the year</p>						
<p>Rubrics (1)</p> <p>*LT's develop a standardised CELS rubric format.</p> <p>*Teachers supported to develop rubrics using criteria from unit plan learning goals one rubric for each unit</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</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"/> 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"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

taught. (TP, WB)						
<p>Cross Portfolio (leading engagement and differentiation project)</p> <p>*Curriculum leaders work with the Teacher Practice team to plan professional learning plan around assessment and differentiation with a specific focus on challenging tasks to support engagement of students. working group and whole staff inquiries including through PLT inquiry cycles.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1 to: Term 4</p>	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Curriculum and assessment team attend training through VASSP to provide a framework for implementing a whole school approach to designing a learning architecture that supports and strengthens a learning community and aligns with the FISO Framework:</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<p>from: Term 1 to: Term 2</p>	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants VASSP	<input checked="" type="checkbox"/> Off-site VASSP
<p>The draft STEP model is presented and refined in consultation with staff. The Wellbeing team leads discussions seeking input into key elements of the</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 3</p>	<input checked="" type="checkbox"/> Planning <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"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

model and Wellbeing leadership seeks input into the model from professionals.	<input checked="" type="checkbox"/> Wellbeing Team					
Well Being team involvement in Cross portfolio leading engagement project Staff take part in professional learning on RRR, Resilience, growth mindset, the process around student learning goals that includes the concept of stretch goals.and on writing effective IEPs. Staff identify, develop and share SVA and student engagement activities in Personal learning and other curriculum areas.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Cross portfolio Working group to lead documentation of the Personal Learning program - adapting 4R's to suit CELS students; support staff knowledge and skills around identified aspects of SEL including zones of regulation; documenting strategies to support resilience; developing units of work using these concepts e.g. drawing on the migration experiences of our students and referencing CELS STEP model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

<p>Build capacity of the Student Engagement and Wellbeing team - Train one staff member in social thinking skills program who implements and evaluates the program, reports and makes recommendations to leadership team. Build skills of key staff through, Mental Health First Aid Training, Respectful Relationships, Headspace SafeMinds &amp; Suicide Risk Continuum Training and Responding to Self-harm Training</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Individualised Reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Cross Portfolio (Leading engagement project)  Plan a PL program for staff with the Curriculum leaders that includes research and exploration into differentiation in terms of content, process and product in New Arrivals Programs.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</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"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources Differentiation in EAL</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>( engagement and differentiation project?) Use the Data Wise examine instruction process in PLT inquiries and in Teacher</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free 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"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Departmental resources PLC</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Teams to focus on and evaluate whether differentiation is effective and build on their knowledge and understanding of the strategies, tools and techniques that support students at their point of need.</p> <p>Broaden meaning and examples of 'examine instruction' to include teacher materials as well as opportunities for peer observation.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	
<p>Bring a professional reading approach to professional learning on Engagement e.g. Teachers read and discuss Richard Elmore's concept of the Instructional core, Wiggins and McTighe and Dylan William's work on assessment and differentiation, challenge etc</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>