

2025 Annual Implementation Plan

for improving student outcomes

Furlong Park School For Deaf Children (5214)



Submitted for review by Lee Bullock (School Principal) on 20 December, 2024 at 11:01 AM
Endorsed by Susanna Vermezovic (Senior Education Improvement Leader) on 29 January, 2025 at 12:31 PM
Awaiting endorsement by School Council President

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Excelling
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Future planning	<p>Reflecting on the overall progress this year, we are tracking well against our 4-year goals, targets, and Key Improvement Strategies (KIS).</p> <p>Goal 1: To improve student learning outcomes in literacy and numeracy</p> <p>We are seeing the expected student outcomes and were slightly short of meeting our yearly target for Goal 1. Due to our small numbers, it can sometimes be the difference between one or two children to reach our target. In 2025, we will continue to focus on:</p> <p>KIS 1a: Develop, document, and implement a Guaranteed and Viable Curriculum (GVC).</p> <p>KIS 1c: Develop, implement, and embed a whole-school approach to formative and summative assessment.</p> <p>Goal 2: To improve student wellbeing outcomes</p> <p>We are just short of meeting our target with the average absences being 22.6 instead of 19.2, the unapproved absences being 4.4 instead of 3.7, and the overall attendance rate being 88.6% instead of 80%. Our target is to increase the Perseverance factor from 76% in 2024 to 84% in 2028. Our target is to increase the Voice and Agency factor from 88% in 2024 to 96% in 2028. We will continue to focus on:</p> <p>KIS 2a: Continued implementation of the whole school tiered intervention model to support student learning and wellbeing.</p> <p>KIS 2b: Strengthen partnerships with families and carers that enhance student learning and wellbeing.</p> <p>The actions and activities that were not achieved this year will be carried over to next year. There will be a continued heavy focus on phonics and maths as we implement the revised Victorian Curriculum 2.0.</p>
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
To improve student learning outcomes in literacy and numeracy.	Yes	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:</p> <ol style="list-style-type: none"> 1. Reading and viewing to increase from 81% (2023) to 85% by 2028 2. Writing be maintained at or above 85% (2023) through to 2028 3. Speaking and listening to increase from 78% (2023) to 82% by 2028. <p>(NB – the measure is teacher judgment of Year 1-6 students assessed against the Victorian Curriculum Levels F to 10, semester 2 data)</p>	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:Reading and viewing to increase from 74%(2024) to 83%Writing be maintained at or above 85% (2023) Speaking and listening to increase from 77% (2024) to 80%.(NB – the measure is teacher judgment of Year 1-6 students assessed against the Victorian Curriculum Levels F to 10, semester 2 data)</p>
		<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:</p> <ol style="list-style-type: none"> 1. Number to increase from 71% (2023) to 75% by 2028 2. Measurement to increase from 76% (2023) to 80% by 2028 3. Statistics to be maintained at or above 87% (2023) through to 2028. 	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:Number to increase from 64% (2024) to 73% Measurement to increase from 67% (2024) to 78% by 2028</p>
To improve student wellbeing outcomes.	Yes	<p>Increase the percentage of students responding positively to the AtoSS:</p> <ol style="list-style-type: none"> 1. Perseverance factor from XX% in 2024 to XX% by 2028 	<p>Increase the percentage of students responding positively to the AtoSS:Perseverance factor from 76%in 2024 to 78% by 2025Voice</p>

		<p>2. Voice and agency factor from XX% in 2024 to XX% by 2028. (NB – The school had no 2023 AtoSS data, and the 2022 survey was completed by 6 students only. As a result benchmarks and targets are to be established at the end of 2024)</p>	and agency factor from 88% in 2024 to 90% by 2025.
		<p>Performance on the following attendance indicators be maintained at, or better than, the 2023 benchmarks:</p> <ol style="list-style-type: none"> 1. attendance rate maintained at or above 90% (2023) through to 2027 2. average number of days absent maintained at or below 19.7 (2023) through to 2027 3. average number of unapproved days absent maintained at or below 3.7 (2023) through to 2027. 	<p>Performance on the following attendance indicators be maintained at, or better than, the 2023 benchmarks: 1. attendance rate maintained at or above 90% 2. average number of days absent maintained at or below 19.7 3. average number of unapproved days absent maintained at or below 3.7</p>
		<p>Increase the percentage of all students assessed at or above expected achievement standards/levels in the Victorian Curriculum Personal and Social Capability from XX% in 2024 to YY% in 2027 (Semester 2 – percentages to be determined at the end of 2024).</p>	n/a

Goal 1	To improve student learning outcomes in literacy and numeracy.
12-month target 1.1	<p>The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in:</p> <p>Reading and viewing to increase from 74%(2024) to 83% Writing be maintained at or above 85% (2023) Speaking and listening to increase from 77% (2024) to 80%.</p>

	(NB – the measure is teacher judgment of Year 1-6 students assessed against the Victorian Curriculum Levels F to 10, semester 2 data)	
12-month target 1.2	The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in: Number to increase from 64% (2024) to 73% Measurement to increase from 67% (2024) to 78% by 2028	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Teaching and learning	Develop, document and implement a Guaranteed and Viable Curriculum (GVC).	Yes
KIS 1.b Teaching and learning	Refine and implement the Furlong Park Instructional Model to include the High Impact Teaching Strategies (HITS) pedagogical practices (through PLCs).	No
KIS 1.c Teaching and learning	Develop, implement and embed a whole-school approach to formative and summative assessment.	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.	<p>This year, we have selected the Key Improvement Strategies (KIS) to develop, document, and implement a Guaranteed and Viable Curriculum (GVC) and to develop, implement, and embed a whole-school approach to formative and summative assessment for several reasons:</p> <p>The introduction of the Version 2 (V2) curriculum and new DET resources supports this initiative.</p> <p>There is a mandate for phonics instruction that we need to address.</p> <p>We need to continue activities that were not completed in the 2024 Annual Implementation Plan (AIP).</p> <p>Our staff survey results show strong support for these initiatives, with 73% endorsing the moderation of student assessment and monitoring the effectiveness of using data, 64% understanding formative assessment, and 80% using student feedback to inform teaching practice.</p>	

	<p>We are continuing to focus on assessments for Deaf and Hard of Hearing students, particularly with the Victorian Deaf Education Institute (VDEI) releasing the Foundations in Literacy program and an extension to the Fingerspelling Our Ways to Reading program.</p> <p>We are also investigating new assessment tools, such as the digital assessment library and PAT.</p> <p>These strategies will help us align with our School Strategic Plan (SSP) goals, targets, and address areas identified in our self-evaluation as needing particular attention.</p>	
Goal 2	To improve student wellbeing outcomes.	
12-month target 2.1	<p>Increase the percentage of students responding positively to the AtoSS:</p> <p>Perseverance factor from 76% in 2024 to 78% by 2025 Voice and agency factor from 88% in 2024 to 90% by 2025.</p>	
12-month target 2.2	<p>Performance on the following attendance indicators be maintained at, or better than, the 2023 benchmarks:</p> <ol style="list-style-type: none"> 1. attendance rate maintained at or above 90% 2. average number of days absent maintained at or below 19.7 3. average number of unapproved days absent maintained at or below 3.7 	
12-month target 2.3	n/a	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 2.a Leadership	Continued implementation of the whole school tiered intervention model to support student learning and wellbeing.	Yes
KIS 2.b Engagement	Strengthen partnerships with families and carers that enhance student learning and wellbeing	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.

This year, we've chosen the following Key Improvement Strategies (KIS):

Leadership: Continued implementation of the whole school tiered intervention model to support student learning and wellbeing.

Wellbeing: Strengthen partnerships with families and carers that enhance student learning and wellbeing.

These selections were made for several important reasons:

Continuation of unfinished Activities: We need to continue with the activities that were not fully completed in 2024. Many of the tasks for both KIS from last year were not achieved, and this work needs to carry on. These KIS align with our self-evaluation and relevant school data, reflecting the progress against our School Strategic Plan (SSP) goals and targets. They also address identified issues requiring particular attention, ensuring that we remain focused on improving both student learning outcomes and wellbeing through targeted, strategic efforts.

Define actions, outcomes, success indicators and activities

Goal 1	To improve student learning outcomes in literacy and numeracy.
12-month target 1.1	The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in: Reading and viewing to increase from 74%(2024) to 83% Writing be maintained at or above 85% (2023) Speaking and listening to increase from 77% (2024) to 80%. (NB – the measure is teacher judgment of Year 1-6 students assessed against the Victorian Curriculum Levels F to 10, semester 2 data)
12-month target 1.2	The percentage of students making at least 1 Victorian Curriculum level of learning progress each school year in: Number to increase from 64% (2024) to 73% Measurement to increase from 67% (2024) to 78% by 2028
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a Guaranteed and Viable Curriculum (GVC).
Actions	Develop a school-wide approach to phonics for Deaf and Hard of Hearing Students. Develop staff capacity to implement the Mathematics 2.0 curriculum.
Outcomes	Students will participate in phonics lessons Students will receive tutor learning intervention in phonics where identified Teachers will build their capacity of Phonic and Word knowledge within English Curriculum 2.0 Teachers will teach phonics lessons Teachers will collect assessment data of phonics knowledge

	<p>Teachers will report higher levels of confidence around curriculum planning in mathematics. Leaders will analyse current phonics data and identify strengths and challenges Leaders will support all teaching staff to build knowledge and understanding of evidence based phonics instruction Leaders will support all teaching staff to build knowledge and understanding of maths curriculum 2.0</p>			
Success Indicators	<p>Early indicators: PD schedule Planning documentation Timetable of Learning Specialist mentoring graduate teachers</p> <p>Late indicators Student survey data SIT agenda showing analysis of current phonic practices and future phonics programs Document showing school wide agreement of how phonics is taught. Curriculum day agenda Phonics scope and sequence</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Analyse ongoing phonics data.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Analyse and share the strengths and challenges of current phonics practices with staff	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Undergo training with Victorian Deaf Education Institute for the Foundation for Literacy	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00

Develop and document the school wide approach to phonics for our Deaf and Hard of Hearing Students	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Continue to investigate evidence based best practices for teaching Deaf and Hard of Hearing Students Phonics, this could be explored by visiting Victorian College for the Deaf (VCD), Aurora and other Deaf facilities connected through the Victorian Deaf Education Network (VDEN).	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop the weekly planning documentation to incorporate the explicit instruction of phonics	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop a phonics scope and sequence that meets the curriculum expectations and the needs of our students	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Implement the newly created Victorian Curriculum Mathematics 2.0 Scope and Sequence	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review maths scope and sequence	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Explore Mathematics 2.0 resources	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	
Provide additional coaching and support to graduate teachers regarding the planning, resources available and implementation of current phonics practices to students accessing auditory phonics and the fingerspelling our way to reading program.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$45,000.00 <input checked="" type="checkbox"/> Other funding will be used
Use language in weekly planners that demonstrates level of adjustments for inclusive practices	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, implement and embed a whole-school approach to formative and summative assessment.			
Actions	Implement and refine our school wide assessment schedule			
Outcomes	Students will undertake a range of assessment tools Students will receive feedback on assessment and know what their next steps are Teachers will know what, when and how to assess Teachers will use assessment data to inform their planning Teachers will share assessment data with their students Leadership will support all teaching staff to build their capacity in assessment Leadership will analyse current assessment practices and staff surveys			
Success Indicators	Early indicators: PD schedule documenting when PD will take place			

	<p>Survey results from teacher regarding their current practices SIT agenda</p> <p>Late indicators: Term/weekly planners will show evidence of assessment which aligns with the assessment schedule School Staff Survey results Student portfolios will contain assessments Data wall TLI students have been identified by using the data sets</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review available and mandated assessment tools appropriate for Deaf and Hard Hearing students	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Build staff capacity around using the identified appropriate formative and summative assessment tools for Deaf and Hard of Hearing students	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Update current assessment schedule	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Provide weekly coaching to support data informed planning decisions to all teachers	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Provide professional learning opportunities for moderation of teacher judgments	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create the data wall in Meeting Room 3 and analyse to make informed decions for Tutor Learning Intervention student selection and teacher moderation, planning and instruction.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 2	To improve student wellbeing outcomes.			
12-month target 2.1	Increase the percentage of students responding positively to the AtoSS: Perseverance factor from 76%in 2024 to 78% by 2025 Voice and agency factor from 88% in 2024 to 90% by 2025.			
12-month target 2.2	Performance on the following attendance indicators be maintained at, or better than, the 2023 benchmarks: 1. attendance rate maintained at or above 90% 2. average number of days absent maintained at or below 19.7 3. average number of unapproved days absent maintained at or below 3.7			
12-month target 2.3	n/a			
KIS 2.a 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	Continued implementation of the whole school tiered intervention model to support student learning and wellbeing.			

Actions	Develop a whole school mental health and wellbeing strategy Develop a school attendance policy that involves staff, student and families			
Outcomes	Students will form and participate in meetings for the Student Representative Council Students will participate in lunch time clubs Students will participate in PBS and RR lessons. Teachers will identify and refer at risk students Teacher (specialist) will implement RR lessons and review of the scope and sequence Teachers will embed PBS practices across the school Leaders will lead the Student Representative Council Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches.			
Success Indicators	Early indicators: New SRC is formed Each teacher role documented Mental Health Planning Tool Documented referral process in the Staff Handbook Documentation for student wellbeing support provided post referral Schedule of lunch time clubs Up to date Professional Learning Tracker of Staff PD for PBS PD schedule outlining PD for Mental Health and Wellbeing Late indicator: Mental Health Planning Tool Updated website listing external partnerships Gold level in PBS Documented updated Scope and Sequence of RR program Documented Attendance process in Staff Handbook Attendance data			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Review staff role statements to provide clarity of responsibilities for teachers, education support staff, middle leaders including Mental Health and Wellbeing Leader and Inclusion Outreach Coach.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Gather data on student wellbeing needs to inform recruitment of mental health professionals and/or resources through the Mental Health Fund.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop partnerships with external agencies, particularly Deaf friendly organisations.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Expand protocols and processes to support at-risk students including referrals to external agencies and clearly documenting in school support given to students.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide professional learning to staff to build their capacity around recognising mental health and wellbeing needs and referring appropriately.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Establish structured lunchtime clubs that promote healthy habits and positive relationships and provide training for Education Support as to how best implement a club.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue implementation of PBS and submit documentation to achieve gold level.	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a new Student Representative Council through voting	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00
Review the PBS professional learning tracker to identify staff learning needs	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,602.50 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Implement the Scope and Sequence of the Resilience, Rights and Respectful Relationships curriculum through a specialist teacher for the first time.	<input checked="" type="checkbox"/> Respectful relationships implementation team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review processes for recording and tracking and actioning student absences..	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement new school timetable and review the effectiveness of this. This includes the new 1 x lunch time and additional release time for teachers.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement the I CAN program with senior students	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Canine Companion program	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen partnerships with families and carers that enhance student learning and wellbeing</p>
<p>Actions</p>	<p>Strengthen the school wide approach to communicating and engaging with families</p>
<p>Outcomes</p>	<p>Students will feel supported with greater connections between the school and home Students will be able to share their learning experiences with parents via Seesaw Students will be able to be active at home by borrowing the active at home school kits Students will have a voice in SSGs Teachers will use Seesaw in a consistent way Teachers will communicate in the agree channels Teachers will follow processes for referring families to the NDIS navigator Leaders will communicate expectations of communication to parents Leaders will communicate high expectations for attendance Leaders will promote the use of the NDIS Navigator to parents</p>
<p>Success Indicators</p>	<p>Early indicators: NDIS referral process Home kits created SSG minutes on compass</p> <p>Late indicators: Documentation of communication processes Documentation of Volunteer pack SSG minutes on Compass Documentation of social media plan Documentation of EAL protocols</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a referral process for the NDIS navigator which includes the way the Navigator collaborates with the classroom teacher	<input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Implement and monitor agreed Seesaw guideline including providing training for new staff	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Provide accessible minutes of SSG meetings on Compass.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Launch the Active At Home initiative (Sports kit borrowing system) and track data and provide training to staff	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Establish protocols for communicating with EAL families and provide training to staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Review the 'Ways we communicate to parents' guide and implement changes and provide training to staff	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Establish a social media plan to connect families to Furlong Park	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop schedule of ongoing parent feedback sessions to identify parent needs for supporting their child and ideas for school improvement	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review volunteer policy and establish procedures for parent and community volunteers	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Leaders communicate high expectations of attendance with families	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,422.30	\$0.00	\$13,422.30
Disability Inclusion Tier 2 Funding	\$39,196.09	\$0.00	\$39,196.09
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
Total	\$80,220.89	\$27,602.50	\$52,618.39

Activities and milestones – Total Budget

Activities and milestones	Budget
Establish structured lunchtime clubs that promote healthy habits and positive relationships and provide training for Education Support as to how best implement a club.	\$5,000.00
Continue implementation of PBS and submit documentation to achieve gold level.	\$3,000.00
Review the PBS professional learning tracker to identify staff learning needs	\$2,602.50
Implement the I CAN program with senior students	\$5,000.00
Implement Canine Companion program	\$20,000.00
Totals	\$35,602.50

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Establish structured lunchtime clubs that promote healthy habits and positive relationships and provide training for Education Support as to how best implement a club.	from: Term 1 to: Term 4	\$5,000.00	
Continue implementation of PBS and submit documentation to achieve gold level.	from: Term 1 to: Term 4	\$3,000.00	
Review the PBS professional learning tracker to identify staff	from: Term 1	\$2,602.50	

learning needs	to: Term 4		
Implement the I CAN program with senior students	from: Term 1 to: Term 1	\$5,000.00	
Implement Canine Companion program	from: Term 3 to: Term 3	\$12,000.00	
Totals		\$27,602.50	

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
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Totals		\$0.00	
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Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Analyse and share the strengths and challenges of current phonics practices with staff	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<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"/> On-site
Undergo training with Victorian Deaf Education Institute for the Foundation for Literacy	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Departmental resources VDEI	<input checked="" type="checkbox"/> Off-site VDEI
Develop and document the school wide approach to phonics for our Deaf and Hard of Hearing Students	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <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"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Phonics plus	<input checked="" type="checkbox"/> On-site
Continue to investigate evidence based best practices for teaching Deaf and Hard of Hearing Students Phonics, this could be explored by visiting Victorian College for the Deaf (VCD), Aurora	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site Other Schools for the Deaf or Deaf facilities

and other Deaf facilities connected through the Victorian Deaf Education Network (VDEN).						
Review maths scope and sequence	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Explore Mathematics 2.0 resources	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice 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"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources Maths 2.0 webinars	<input checked="" type="checkbox"/> On-site
Provide additional coaching and support to graduate teachers regarding the planning, resources available and implementation of current phonics practices to students accessing auditory phonics and the fingerspelling our way to reading program.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Build staff capacity around using the identified appropriate formative and summative assessment tools for Deaf and Hard of Hearing students	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide weekly coaching to support data informed planning decisions to all teachers	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provide professional learning opportunities for moderation of teacher judgments	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Provide professional learning to staff to build their capacity around recognising mental health and wellbeing needs and referring appropriately.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish structured lunchtime clubs that promote healthy habits and positive relationships and provide training for Education Support as to how best implement a club.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implement and monitor agreed Seesaw guideline including providing training for new staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
Launch the Active At Home initiative (Sports kit borrowing system) and track data and provide training to staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish protocols for communicating with EAL families and provide training to staff	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review the 'Ways we communicate to parents' guide and implement changes and provide training to staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site