

2022 Annual Implementation Plan

for improving student outcomes

Victorian College For The Deaf (3774)



Submitted for review by Margaret Tope (School Principal) on 17 December, 2021 at 06:27 PM
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 23 March, 2022 at 12:33 PM
Endorsed by Mark Duncan (School Council President) on 12 April, 2022 at 11:26 AM

Self-evaluation Summary - 2022

Victorian College For The Deaf (3774)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
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<p>Teaching and Learning</p>	<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embedding</p>	<p>Without understanding the definition of 'equitable' or what the criteria for 'high' is or for how long 'sustained' refers to, we have student achievement data to evidence that our teaching and learning strategies and our teaching and learning model are responsive and implemented through positive and supportive student-staff relationships.</p> <p>The outcomes and experiences of our students are equitable and improving in attainment, growth and quality.</p> <p>ATTAINMENT 100% of students studying Year 12 VCAL achieved their Senior Years certificate. 100% of students studying Year 12 ASDAN achieved their Certificate of Completion.</p> <p>LITERACY: Reading Comprehension Growth of students at VCD for reading comprehension, measured over twelve months: 19% less the 0 months' learning growth. 27 % 0 - 3 months learning growth. 54% greater than three months' learning growth.</p> <p>LITERACY: Writing Skills Growth of students at VCD for writing skills, measured over twelve months: 15 % less the 0 months' learning growth. 30 % 0 - 3 months learning growth. 55% greater than three months' learning growth.</p> <p>QUALITY We are excelling with the standards of students' outcomes for reading comprehension, writing and mathematics skills when looking at total learning gain compared to past performance of total learning gain of students' when schooled at other settings. Other settings include hearing schools, hearing schools with a deaf setting or other schools for the deaf in Victoria.</p>
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			<p>We need to develop: Core Knowledge Curriculum Units to address student feedback 2021 AtoSS Effective teaching practice for cognitive engagement: Stimulated learning element - 62% (See PDF.) We need to finish documenting our VCD literacy curriculum, mathematics curriculum and Auslan curriculum.</p>
	<p>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</p>		

<p>Assessment</p>	<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embedding</p>	<p>ATTAINMENT, GROWTH & QUALITY Literacy & Numeracy Our student academic attainment data is evidencing growth equal to or beyond Deaf Education standards. (See student attainment data.)</p> <p>Checking for understanding is embedded in the I Do and We Do components of each lesson. The use of whiteboards and pair/share reporting back using academic language are frequent techniques used across the college. In subjects with a strong applied component checking for understanding is apparent in the application of the task.</p> <p>Direct Instruction programs have embedded assessments after every ten lessons. Student attainment is plotted against student attendance. This data is visualized and shared with students and parents.</p> <p>Moderated assessment tasks delivered once per term for writing attainment. Teachers agree on a prompt and the script teachers will 'say' to share the prompt with students. The timed write is then assessed by two teachers against the Australian Criterion Scale which generates a Progression Point.</p> <p>Standardised assessments are used to benchmark and then show learning growth over 12 months.</p> <p>Focus 2021 Staff Schools Survey informed us teachers want to work on having a deep understanding on how to analyse data to further develop their skills to measure the impact of their teaching on student learning. (See SSS Teaching & Learning Evaluation PDFs.) Teachers also want to be better at using student feedback to improve practice. (See SSS Teaching & Learning Evaluation PDFs.) Teachers also want to have a deeper understanding of how to</p>
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			use formative assessment.
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

<p>Leadership</p>	<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embedding</p>	<p>GROWTH & QUALITY SSS School Climate - Academic emphasis. Our school results were 68%. Similar schools 52%, Network 53% and State 53%. Our trend data is excelling with a 30% improvement in this element in 2020 and we have maintained this through 2021 with both years being through COVID and significant period of Learning from Home. The fine grain of this data is: Academically oriented students are not ridiculed by their peers 91% Staff in our school believe students have the ability to achieve academically 83% The learning environment in our school is orderly and focused 83% (Trend data shows: 2017 - 29%, 2018 - 25%, 2019 - 26%, 2020 - 83%)</p> <p>SSS School Climate - Collective focus on student learning. Our school result was 97%. Similar schools 81%, Network 78% and State 80%. Our trend data has shown and maintained the same growth as Academic emphasis from 2020 and 2021 through lockdowns.</p> <p>SSS School Leadership - Instructional leadership. Our school result was 91%. Similar schools 64%, Network 71%, State 67%. (Trend data 2017 - 23%, 2018 - 31%, 2019 - 54%, 2020 - 81%, 2021 - 91%).</p> <p>Focus will be: SSS Students in the school respect others who get good academic results 78% SSS Students here seek extra help from Staff 74% SSS Students here try hard to improve on previous work 70% SSS Address the 'homework question in the survey</p>
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			<p>with staff' as homework is not automatically assigned at VCD. 30%</p> <p>SSS Students in this school seek extra work so they can improve their results 39%</p> <p>Term 4, 2021 we were able to appoint a Mental Health Practitioner, 0.2 FTE. This has enabled the college to formalize processes to identify and respond to student mental health needs. The hiring practices of the college align with Child Safe Standards.</p> <p>Work for 2022: audit VCD Student Perception survey against DET current Student Attitudes to School survey to align categories & questions</p>
	<p>Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core</p>		

<p>Engagement</p>	<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Evolving</p>	<p>VCD leaders ensure that students have at least one supportive and guiding relationship with a staff member. Evidence includes : 1)Teacher-Student relationships are strong. AtoSS Teacher concern element is 86%.See PDF with % breakdown responses to this element. 2) establishing Home Group as a time for pastoral care 3) Wellbeing and MPH availability to students with weekly reports to SIT.</p> <p>VCD leaders and teachers discuss visualized data with students so they can see for themselves the correlation between attendance and engaging in their learning.</p> <p>Leaders, teachers and the wellbeing team build collaborative relationship with families . Evidence includes: "parents as partners" program which includes a parent advisory group who meet regularly with the principal, and VCD also hosts regular parent forums and discussion nights on topics of interest to the parent community. VCD also embed opportunities for collaborative learning ,through the Auslan for Families Program.</p> <p>Established partnerships with Expression Australia, deafConnectED, Melbourne Polytechnic to design a bridging program for Y12 exiting students without a literacy level of end of Grade 6. applied for a seeding grant to enhance Pathways. Endeavouring to build partnerships with other Deaf Education settings, local, and global.</p> <p>A focus is on developing school pride by creating and expanding VCD rituals. The wellbeing team implemented a role model program to improve student confidence, and empowerment. An area of</p>
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			<p>focus will be on re engagement of PE and Sport. Combining this with improving our curriculum by asking students what topics they want to learn about when we begin to develop Core Knowledge Curriculum.</p> <p>QUALITY Focus for 2022 will be improving: AtoSS - Social Engagement: Student voice and agency AtoSS - Social Engagement: Sense of connectedness. AtoSS - Individual social and emotional wellbeing: Life satisfaction</p>
	<p>Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school</p>		

<p>Support</p>	<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Evolving</p>	<p>School Staff Survey data on School Climate, Collective Efficacy, is 74%, and is ten percent better than similar schools, fourteen percent better than network and twelve percent better than state but its a lower score compared to most of our other significant data elements.</p> <p>Staff School Survey - Collective efficacy questions identify areas we are excelling at: staff do not think drug and alcohol abuse in the out-of-school community make learning difficult for students here to learn 94% staff do not think other staff give up on a child who doesn't want to learn 87% staff do not think learning is more difficult at my school because students are worried about safety 97% staff are confident they will be able to motivate their students 87% staff do not think they do not have the skills needed to provide meaningful student learning 87% staff in this school are able to educate the most challenging students 87% staff in this school believe every child can learn 94%</p> <p>The wellbeing team consulted with students, staff and parents to develop a wellbeing implementation plan, containing 14 areas of projects focus. See attachments- staff and student consultation and 2021-22 plan.</p> <p>VCD implemented a parent advisory group - to provide feedback and advice to school leadership - see attachment</p> <p>VCD implemented Parents as Partners - a program of learning and engagement with families , with</p>
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			<p>forums scheduled twice each term.</p> <p>VCD implemented Auslan for Families through collaboration with deaf experts and families.</p> <p>Focus SSS - Collective Efficacy questions identify : staff believe students are motivated to learn 74% students come ready to learn 61% home environments provide enough advantages that they readily learn 16% opportunities in the local community help ensure that our students will learn 32%</p> <p>The VCD Advisory Group has agreed to broaden its remit by looking at systemic issues that impact on student achievement and wellbeing. (See VCD Advisory Group meeting 1 Dec Minutes.)</p>
	<p>Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students</p>		

<p>Enter your reflective comments</p>	<p>Teaching & Learning We need to develop: Core Knowledge Curriculum Units to address student feedback 2021 AtoSS Stimulated learning element - 62% (See PDF.) Complete VCD literacy , mathematics and Auslan curriculum documentation.</p> <p>Assessment 2021 Staff Schools Survey informed us teachers want to work on having a deep understanding on how to analyse data to further develop their skills to measure the impact of their teaching on student learning. (See SSS Teaching & Learning Evaluation PDFs.) Teachers also want to be better at using student feedback to improve practice. (See SSS Teaching & Learning Evaluation PDFs.) Teachers also want to have a deeper understanding of how to use formative assessment.</p>
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	<p>Leadership Focus will be: SSS Students in the school respect others who get good academic results 78% SSS Students here seek extra help from Staff 74% SSS Students here try hard to improve on previous work 70% SSS Address the 'homework question in the survey with staff' as homework is not automatically assigned at VCD. 30% SSS Students in this school seek extra work so they can improve</p> <p>Engagement The three tiered model of support will be championed by the wellbeing team, MPH role and teachers. This will enable focus on school pride, student voice, attendance, engagement and wellbeing. Importantly, VCD will re engage PE/Sport; combined with curriculum improvement by asking students what they want to learn about when we begin to develop Core Knowledge Curriculum.</p> <p>QUALITY Focus for 2022 will be improving: AtoSS - Social Engagement: Student voice and agency AtoSS - Social Engagement: Sense of connectedness. AtoSS - Individual social and emotional wellbeing: Life satisfaction</p> <p>Support and resources Staff School Survey - Collective efficacy questions identify areas of focus: staff believe students are motivated to learn 74% our students come ready to learn 61% the home environment of students here provide enough advantages that they readily learn 16%</p>
<p>Considerations for 2022</p>	<p>Establishing a formal arrangement with Expressions Australia to deliver our VCD Auslan for Families curriculum to families of students at VCD.</p> <p>Inviting other Schools for the Deaf to partner with VCD for combined curriculum days with a focus on numeracy.</p> <p>Broadening staff capacity to coach each other following the staff selected modules from “Teach Like A Champion”.</p> <p>Continue to develop staff content knowledge of language. Specifically the linguistics of Auslan and English.</p> <p>New staff and current staff will benefit from further training on how to deliver, assess and interpret data from assessments.</p>

	<p>Surveying staff to identify and prioritise what mental health topics they would like to have PD on. Build a PLC planner to incorporate mental health topics as identified by staff.</p>
<p>Documents that support this plan</p>	<p>2022 VCD attendance MTTTS approach .docx (0.11 MB) DET VCD HWB implementaiton Doc- 21-22.docx (0.06 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</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>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve students language acquisition and communication skills</p>
Target 2.1	<p>80% of students to achieve 80% success on embedded formative assessments taken from DI program provided at their level (Language for learning, Language for Thinking, Language for Writing, Spelling Mastery. RAVE-O)</p>
Target 2.2	<p>50% of all students to demonstrate 12 months' growth for 12 months' teaching assessed against the Australian Curriculum requirements for Auslan.</p>
Target 2.3	<p>50% of students will demonstrate 6 months' growth (0.5PP) for 12 months of instruction on the Victorian Curriculum for Literacy - reading and writing.</p>

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop an agreed approach to the effective teaching of language and communication
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to teach to the strengths and needs of Deaf and hard of hearing students
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning in Auslan and English
Goal 3	Improve individual students' learning growth and achievement
Target 3.1	50% of students to achieve level 0.5PP growth as measured by two assessments (WIAT-III (numeracy/literacy), Australian Criterion Scale (literacy), YARC (Literacy), UKPSC (Literacy), School-based assessment (numeracy/literacy), formative assessments (DI programs: Literacy/Numeracy).
Target 3.2	Guaranteed and viable curriculum to be at 50% in the staff opinion survey.
Target 3.3	60% of parents will attend parent teacher/SSG interviews twice a year.
Target 3.4	

Key Improvement Strategy 3.a Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Develop a pedagogical framework for rigorous and challenging learning that meets the needs of students
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality teaching and learning across the curriculum
Goal 4	To improve and enrich deaf and hard of hearing students' engagement and well being
Target 4.1	The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan.
Target 4.2	VCD student perception survey to show 10% improvement from 54% to 64% average across all questions in the engagement and wellbeing dimensions by 2022
Key Improvement Strategy 4.a Health and wellbeing	Empower and build confidence, resilience and independence in all students
Key Improvement Strategy 4.b	Build teacher understanding and capacity to promote student voice, agency and leadership

Empowering students and building school pride	
Key Improvement Strategy 4.c Health and wellbeing	Support and provide opportunities for all students to develop deaf life skill
Key Improvement Strategy 4.d Building communities	Build community partnerships

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</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>70% of students will achieve 80% success on embedded assessments in the DI numeracy programs.</p> <p>80% of project plans across the 3 tiered intervention model successfully implemented.</p>
To improve students language acquisition and communication skills	No	80% of students to achieve 80% success on embedded formative assessments taken from DI program provided at their level (Language for learning, Language for Thinking, Language for Writing, Spelling Mastery. RAVE-O)	

		50% of all students to demonstrate 12 months' growth for 12 months' teaching assessed against the Australian Curriculum requirements for Auslan.	
		50% of students will demonstrate 6 months' growth (0.5PP) for 12 months of instruction on the Victorian Curriculum for Literacy - reading and writing.	
Improve individual students' learning growth and achievement	No	50% of students to achieve level 0.5PP growth as measured by two assessments (WIAT-III (numeracy/literacy), Australian Criterion Scale (literacy), YARC (Literacy), UKPSC (Literacy), School-based assessment (numeracy/literacy), formative assessments (DI programs: Literacy/Numeracy).	
		Guaranteed and viable curriculum to be at 50% in the staff opinion survey.	
		60% of parents will attend parent teacher/SSG interviews twice a year.	

To improve and enrich deaf and hard of hearing students' engagement and well being	No	The percentage of students independently travelling to school will be maintained at 30% across the life of the Strategic Plan.	
		VCD student perception survey to show 10% improvement from 54% to 64% average across all questions in the engagement and wellbeing dimensions by 2022	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>70% of students will achieve 80% success on embedded assessments in the DI numeracy programs.</p> <p>80% of project plans across the 3 tiered intervention model successfully implemented.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	70% of students will achieve 80% success on embedded assessments in the DI numeracy programs. 80% of project plans across the 3 tiered intervention model successfully implemented.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Engagement</p> <p>Leaders communicate the importance of voice, agency and leadership through the school's vision and values, and establish systems and structures that enhance students' participation and engagement and foster a sense of connectedness.</p> <ul style="list-style-type: none"> - improve data collation process and the timely sharing of individual student data with students and parents - students identify Core Knowledge Curriculum topics they wish to study and collaborate with staff to identify unit content. <p>Teaching and Learning - Numeracy focus</p> <ul style="list-style-type: none"> -Benchmark students numeracy attainment at the end of 2021 using PAT-M. -Assess students numeracy attainment at the end of 2022 using PAT-M and score for individual and cohort learning growth. -Dedicate two curriculum days to numeracy PD with George Booker Term 1, 2022. -Develop and agree to consistent use of math language in Auslan and English among all teaching staff. <p>Leaders, teachers and students use student-level data and evidence to regularly discuss student achievement, attendance and curriculum.</p> <p>PLC to focus on Teaching & Learning - Evaluation</p> <p>Professional learning to improve practice</p> <p>Skills to measure practice</p> <ul style="list-style-type: none"> Develop teacher ability to have a deep understanding of how to analyse data Develop teacher ability to use student feedback to inform teaching practice Develop teacher ability to have a deep understanding of how to use formative assessment

	<p>Assessment Leaders and teachers will have effective systems in place to support ongoing data analysis, which is understood and used by all staff to access and use data at multiple levels of the school effectively and readily Track student attainment data on DI embedded assessments and plot against student attendance to share with students and parents. - Data wall in main staff room tracking each students literacy/numeracy/attendance - in each work staffroom, data processes and tasks made visual to enable staff to monitor assessment schedule showing by when, who, and what tasks to be completed .</p>
<p>Outcomes</p>	<p>Teachers knowledge and skills of math concepts and how to teach will be enhanced. Students mathematical knowledge will be grow and students ability to apply this knowledge will be evidenced in the application tasks demonstrating their numeracy. There will be consistency of math language used across the College from F-12 Students and parents will be able to see correlation between attendance and academic attainment. There will be greater capacity by staff to understand, monitor effectiveness and respond to data, and teach according to point of student learning need and attainment.</p>
<p>Success Indicators</p>	<p>Teaching & Learning VCD Learning Growth data - individual and cohort and whole school F-10. -Benchmark data, (PAT-M 2021) will be used to evidence student growth in 12 months time, (November 2022). -Embedded numeracy assessments in the DI program will track student attainment data in real time. Student attendance will improve from 2021 to 2022. (See Engagement.) 80% of students will achieve 80% or better on DI embedded assessments. (See VCD student tracking data.)</p> <p>Engagement CASES - Increase proportion of students with less than 20 absent days from 75% in 2021 to 80% in 2022 Attitudes to School Survey OR VCD AtoSS - Growth in each element: Attitudes to attendance, sense of confidence , student voice and agency, school connectedness</p> <p>Assessment Staff School survey - 80% or above on all the following elements: moderation of student assessment, monitoring effectiveness of using data, understand formative assessment, use of student feedback to inform teaching practice .</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Benchmark students numeracy attainment at the end of 2021 using PAT-M. Assess students numeracy attainment at the end of 2022 using PAT-M and score for individual and cohort learning growth.</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 4 to: Term 4</p>	<p>\$0.00</p> <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>Dedicate two curriculum days to numeracy PD with George Booker Term 1, 2022.</p>	<p><input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$5,500.00</p> <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>Develop and agree to consistent use of math language in Auslan and English among all teaching staff.</p>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</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>PLC to focus on Teaching & Learning</p> <p>Professional learning to improve practice - knowledge and skills</p> <p>Skills to measure practice</p> <p>Develop teacher ability to have a deep understanding of how to analyse data</p> <p>Develop teacher ability to use student feedback to inform teaching practice</p> <p>Develop teacher ability to have a deep understanding of how to use formative assessment</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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>Assessment</p> <p>Leaders and teachers will have effective systems in place to support ongoing data analysis, which is understood and used by all staff to access and use multiple levels of the school effectively and readily</p> <p>Track student attainment data on DI embedded assessments and plot against student attendance to share with students and parents.</p>	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> - Data wall in main staff room tracking each students literacy/numeracy/attendance - data processes made visual to enable staff in each work staffroom assessment schedule showing by when/who, and tasks to be done/completed 				<ul style="list-style-type: none"> <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 Leaders communicate the importance of voice, agency and leadership through the school's vision and values, and establish systems and structures that enhance students' participation and engagement and foster a sense of connectedness.</p> <ul style="list-style-type: none"> - improve data collation process and the timely sharing of individual student data with students and parents (see Assessment) - students identify Core Knowledge Curriculum topics they wish to study and collaborate with staff to identify unit content - purchase resources to support student choice and passions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Professional learning to improve practice. Develop a coaching model that is deliverable and sustainable at VCD</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$1,200.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>1. A 2022 Wellbeing Plan has been developed and consulted on with school council, leadership, students, staff and parents. The wellbeing plan is based on the three tiered model of intervention, services and support. The plan incorporates the mental health practitioner initiative.</p> <p>2. VCD develops strong relationships and active partnerships with families/ carers and organisations to strengthen student's connectedness, participation, and engagement in school. 14 action plans covering universal, targeted and one to one services have been developed for implementation during 2022. The action plans cover the following topics</p> <p>Project 1: Tier 2 Student : Engagement Inclusion Empowerment Project 2: Tier 2 Family Welcome and Belonging 2022 Project 3 :Tier 1 Parents as Partners Committee Project 4: Tier 1 Initiative Parent as Partners Events Project 5: Tier 2 Parent as Coaches : Supporting Student Learning Project 6: Tier 3 Individual Wellbeing Support Project 7: Tier 3 Team Around the Learner Project 8: Tier 1 VCD Wellbeing PD Project 9 :Tier 1 Celebrating Wellbeing , diversity and inclusion Project 10:Tier 1 Embed a culture of child safety Project 11: Tier 2 Attendance and Engagement project 12:Tier 1 Auslan for families Project 13 : Tier 2 :Learn away camps program. Project 14 Tier 1, 2,3 ; Implementation of the mental health practitioner role.</p> <p>3. To monitor progress, each project plan will require data capture and analysis. Starting with analysis of the Parent Opinion survey data, Attitude to school survey and the staff satisfaction survey, and then for each project impact measures related to project goals will be included.</p>			
Outcomes	The intended outcomes of the VCD wellbeing key improvement strategy is to develop positive, trusted and supportive learning environments, meet basic material needs, ensure good mental, social emotional and physical health, improve learning and empower			

	<p>a positive sense of culture an identity among students. To achieve these outcomes the expected observable changes in knowledge, skills and behaviours include :</p> <p>Students</p> <ol style="list-style-type: none"> 1. Students will demonstrate greater connectedness to school. This will be achieved through implementation of consultation and feedback from students about their wellbeing. Implementation of : Wellbeing Project 7 Team Around the Learner; and Project 10 Embed a culture of child safety. 2. Students will demonstrate strengthened resilience and bullying management will improve. Project plans 13.14 relate to this. Bullying behaviour will reduce. 3. Student agency and voice will be visible through the school - assemblies, student led events, feedback and shaping wellbeing activities. Project plans 1, 10,11 and 12 4, Students will show respectful and inclusive behaviours. Project 1 and 13. 5. Students sense of confidence and outreach will increase , including vulnerable students will seek help through the Mental Health Practitioner role. Projects 1,6 and 14 are specifically relevant. <p>Teachers / Leaders / Staff</p> <ol style="list-style-type: none"> 1. Will show greater awareness and understanding of how to become and emotional coach and adopt new wellbeing practices. Home Group teachers will facilitate a wellbeing focus at the start of each week. This will be enabled by wellbeing projects 1 and 8. 2. Teachers and Leaders actively refer students to the wellbeing team for support, on average 5 students per week, project 2& 7. <p>Parent</p> <ol style="list-style-type: none"> 1. Parents are visible participants parent learning events, wellbeing projects 2,3,4,5,12 . 2. There will be less prolonged examples of family conflict demonstrated as incident through the health and wellbeing weekly data. Projects 6 &7.
<p>Success Indicators</p>	<ol style="list-style-type: none"> 1. Attitudes to school data will be used to assess success of the wellbeing KIS and actions are : <ul style="list-style-type: none"> - Connectedness to school will increase from 69% to 72% - Inclusion will increase from 83 to 85% - Student agency and voice will increase from 69% to 72% - Positively managing bullying increases from 81 % to 90% - Emotional awareness and regulation increases from 65% to 70%

	<p>- Life satisfaction increases from 69 to 72%</p> <p>2. Completion of pulse checks and feedback on the 14 wellbeing projects that indicate improvements for connectedness, engagement inclusion, voice and agency.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>A 2022 Wellbeing Plan will be consulted on has been developed with school council, leadership, students, staff and parents. The wellbeing plan is based on the three tiered model of intervention, services and support. The plan incorporates the mental health practitioner initiative.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>14 action plans implementing the MTSS- covering universal, targeted and one to one services have been developed for implementation during 2022. The action plans have milestones included cover the following topics</p> <p>Project 1: Tier 2 Student : Engagement Inclusion Empowerment</p> <p>Project 2: Tier 2 Family Welcome and Belonging 2022</p> <p>Project 3 :Tier 1 Parents as Partners Committee</p> <p>Project 4: Tier 1 Initiative Parent as Partners Events</p> <p>Project 5: Tier 2 Parent as Coaches : Supporting Student Learning</p> <p>Project 6: Tier 3 Individual Wellbeing Support</p> <p>Project 7: Tier 3 Team Around the Learner</p> <p>Project 10: Tier 1 Embed a culture of child safety</p> <p>Project 11: Tier 2 Attendance and Engagement</p> <p>project 12: Tier 1 Auslan for families</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Project 14 Tier 1, 2,3 ; Implementation of the mental health practitioner role.				
Wellbeing Project 13 : Tier 2 :Learn away camps program. VCD has an annual camps program that enables social and personal capabilities growth, a sense of school connectedness, emotional awareness and regulation. .	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Project 9 :Tier 1 Celebrating Wellbeing , diversity and inclusion At VCD we strive to create a positive environment for learning. One which celebrates diversity, enables inclusion for all and promotes compassion and care for one another’s wellbeing and mental health. A visual and dynamic action we take is to proactively celebrate national and international events. Events are recognized, and through this we educate and enable our students and community to be more aware, compassionate and understanding of themselves, their peers, and the diversity in the world around them. Celebrations take many forms – from a simple message in the newsletter, to Home Group discussion on topic, to special student projects, or a wellbeing team or student video clip promoting awareness about the day , or in some instances special events, incursions or excursions that ware relevant to the day and proudly wearing school and sports uniforms. The celebrations reinforce notions of child psychological safety, emotional wellbeing and personal growth. It supports student’s	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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>readiness to learn, school pride, educational engagement and wholistic wellbeing</p>				
<p>Wellbeing Project 8: Tier 1 VCD Whole Professional Team - Wellbeing PD</p> <p>Drawing on evidence from the department’s policies, and contemporary child and family mental health practices, the Wellbeing team will improve staff understanding of students wellbeing matters, including, but not limited to :</p> <ul style="list-style-type: none"> • Child safe- standards. • Cyber safety. • Approaches to students’ emotional wellbeing and personal growth at all stages of development. • Relationship between wellbeing, engagement, and academic achievement • Enabling engagement, wellbeing and psychological safety in the classroom. • 	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</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>Auslan for Families</p> <p>The majority of students at VCD use Auslan as their language and means of communication. Having a shared family language is critical for positive social and emotional growth in children. It provides a strong foundation for them to become successful adults. Families have asked VCD to provide this language learning. The VCD Auslan for Families program was developed and trialled with parents during 2020-2021. During this period it was supported by college- employed tutors. In 2022 VCD will improve the sustainability of the program through an external partnership with Expression Australia who are Victoria’s most experienced providers of community Auslan courses. In 2022 Expression Australia to deliver two groups of Auslan</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,000.00</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</p>

<p>classes. One group will be delivered by Zoom, with up to 7 families engaged, the other group will be delivered face to face on the VCD campus. Each group will receive up to 6 lessons per term. Sessions will gradually build a family's Auslan knowledge. Starting with simple greetings and language about families, to developing language about colours, numbers, household items, sport, hobbies, emotions, health, travel and annual celebrations. As part of their quality control, Expression Australia will also provide quality assurance and program evaluation</p>				<p>may include DET funded or free items</p>
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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	\$16,022.30	\$20,500.00	-\$4,477.70
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$3,500.00	\$3,500.00	\$0.00
Total	\$19,522.30	\$24,000.00	-\$4,477.70

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Wellbeing Project 9 :Tier 1 Celebrating Wellbeing , diversity and inclusion</p> <p>At VCD we strive to create a positive environment for learning. One which celebrates diversity, enables inclusion for all and promotes compassion and care for one another's wellbeing and mental health.</p> <p>A visual and dynamic action we take is to proactively celebrate national and international events. Events are recognized, and through this we educate and enable our students and community to be more aware, compassionate and understanding of themselves, their peers, and the diversity in the world around them.</p> <p>Celebrations take many forms – from a simple message in the newsletter, to Home Group discussion on topic, to special student projects, or a wellbeing team or student video clip promoting awareness about the day , or in some instances special events, incursions or excursions that were relevant to the day and proudly wearing school and sports uniforms.</p>	\$3,000.00

<p>The celebrations reinforce notions of child psychological safety, emotional wellbeing and personal growth. It supports student's readiness to learn, school pride, educational engagement and wholistic wellbeing</p>	
<p>Wellbeing Project 8: Tier 1 VCD Whole Professional Team - Wellbeing PD</p> <p>Drawing on evidence from the department's policies, and contemporary child and family mental health practices, the Wellbeing team will improve staff understanding of students wellbeing matters, including, but not limited to :</p> <ul style="list-style-type: none"> • Child safe- standards. • Cyber safety. • Approaches to students' emotional wellbeing and personal growth at all stages of development. • Relationship between wellbeing, engagement, and academic achievement • Enabling engagement, wellbeing and psychological safety in the classroom. • 	<p>\$1,500.00</p>
<p>Auslan for Families</p> <p>The majority of students at VCD use Auslan as their language and means of communication. Having a shared family language is critical for positive social and emotional growth in children. It provides a strong foundation for them to become successful adults. Families have asked VCD to provide this language learning.</p> <p>The VCD Auslan for Families program was developed and trialled with parents during 2020-2021. During this period it was supported by college- employed tutors. In 2022 VCD will improve the sustainability of the program through an external partnership with Expression Australia who are Victoria's most experienced providers of community Auslan courses.</p>	<p>\$16,000.00</p>

In 2022 Expression Australia to deliver two groups of Auslan classes. One group will be delivered by Zoom, with up to 7 families engaged, the other group will be delivered face to face on the VCD campus. Each group will receive up to 6 lessons per term. Sessions will gradually build a family's Auslan knowledge. Starting with simple greetings and language about families, to developing language about colours, numbers, household items, sport, hobbies, emotions, health, travel and annual celebrations. As part of their quality control, Expression Australia will also provide quality assurance and program evaluation	
Totals	\$20,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Wellbeing Project 9 :Tier 1 Celebrating Wellbeing , diversity and inclusion At VCD we strive to create a positive environment for learning. One which celebrates diversity, enables inclusion for all and promotes compassion and care for one another's wellbeing and mental health. A visual and dynamic action we take is to proactively celebrate national and international events. Events are recognized, and through this we educate and enable our students and community to be more aware,	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>compassionate and understanding of themselves, their peers, and the diversity in the world around them. Celebrations take many forms – from a simple message in the newsletter, to Home Group discussion on topic, to special student projects, or a wellbeing team or student video clip promoting awareness about the day , or in some instances special events, incursions or excursions that ware relevant to the day and proudly wearing school and sports uniforms.</p> <p>The celebrations reinforce notions of child psychological safety, emotional wellbeing and personal growth. It supports student's readiness to learn, school pride, educational engagement and wholistic wellbeing</p>			
<p>Wellbeing Project 8: Tier 1 VCD Whole Professional Team - Wellbeing PD</p> <p>Drawing on evidence from the department's policies, and contemporary child and family mental health practices, the Wellbeing team will improve staff understanding of students wellbeing matters, including, but not limited to :</p> <ul style="list-style-type: none"> • Child safe- standards. • Cyber safety. • Approaches to students' 	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p>

<p>emotional wellbeing and personal growth at all stages of development.</p> <ul style="list-style-type: none"> • Relationship between wellbeing, engagement, and academic achievement • Enabling engagement, wellbeing and psychological safety in the classroom. 			
<p>Auslan for Families The majority of students at VCD use Auslan as their language and means of communication. Having a shared family language is critical for positive social and emotional growth in children. It provides a strong foundation for them to become successful adults. Families have asked VCD to provide this language learning. The VCD Auslan for Families program was developed and trialled with parents during 2020-2021. During this period it was supported by college- employed tutors. In 2022 VCD will improve the sustainability of the program through an external partnership with Expression Australia who are Victoria's most experienced providers of community Auslan courses. In 2022 Expression Australia to deliver two groups of Auslan classes. One group will be delivered by Zoom, with up to 7</p>	<p>from: Term 1 to: Term 4</p>	<p>\$16,000.00</p>	<p><input checked="" type="checkbox"/> Other Adult learning for parents and carers</p>

families engaged, the other group will be delivered face to face on the VCD campus. Each group will receive up to 6 lessons per term. Sessions will gradually build a family's Auslan knowledge. Starting with simple greetings and language about families, to developing language about colours, numbers, household items, sport, hobbies, emotions, health, travel and annual celebrations. As part of their quality control, Expression Australia will also provide quality assurance and program evaluation			
Totals		\$20,500.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<p>PROJECT ROCKIT, which will be delivered from term 2, is a program that empowers students to stand up to (cyber)bullying. Milestones include delivery of face-to-face student workshops, student webinars and parent/educator sessions targeting primary and secondary students from Year 3 to Year 12.</p> <p>Activities will include role plays, experiments and interactive discussion, uses a strengths-based framework to set up positive norms and provides both proactive strategies and strategies for when (cyber)bullying occurs.</p> <p>Student workshop topics include bullying, (cyber)bullying, leadership and mental health. Workshops are offered as 60 minute, 90 minute or full day programs and can be delivered across metro, rural, regional and interstate areas. Student webinars are 30 minute modules delivered to full cohorts of students from Year 5 - Year 9 and cover looking after each other online, respect and empathy, taking positive action and digital wellbeing.</p>	
Totals	

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>PROJECT ROCKIT, which will be delivered from term 2, is a program that empowers students to stand up to (cyber)bullying. Milestones include delivery of face-to-face student workshops, student</p>	<p>from: Term 2</p>		

<p>webinars and parent/educator sessions targeting primary and secondary students from Year 3 to Year 12.</p> <p>Activities will include role plays, experiments and interactive discussion, uses a strengths-based framework to set up positive norms and provides both proactive strategies and strategies for when (cyber)bullying occurs.</p> <p>Student workshop topics include bullying, (cyber)bullying, leadership and mental health. Workshops are offered as 60 minute, 90 minute or full day programs and can be delivered across metro, rural, regional and interstate areas. Student webinars are 30 minute modules delivered to full cohorts of students from Year 5 - Year 9 and cover looking after each other online, respect and empathy, taking positive action and digital wellbeing.</p>			
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PROJECT ROCKIT, which will be delivered from term 2, is a program that empowers students to stand up to (cyber)bullying. Milestones	from: Term 2		

<p>include delivery of face-to-face student workshops, student webinars and parent/educator sessions targeting primary and secondary students from Year 3 to Year 12.</p> <p>Activities will include role plays, experiments and interactive discussion, uses a strengths-based framework to set up positive norms and provides both proactive strategies and strategies for when (cyber)bullying occurs.</p> <p>Student workshop topics include bullying, (cyber)bullying, leadership and mental health. Workshops are offered as 60 minute, 90 minute or full day programs and can be delivered across metro, rural, regional and interstate areas. Student webinars are 30 minute modules delivered to full cohorts of students from Year 5 - Year 9 and cover looking after each other online, respect and empathy, taking positive action and digital wellbeing.</p>			
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
PROJECT ROCKIT, which will be delivered from term 2, is a program	from: Term 2	\$3,500.00	<input checked="" type="checkbox"/> Tier 1/Category: Bullying prevention

<p>that empowers students to stand up to (cyber)bullying. Milestones include delivery of face-to-face student workshops, student webinars and parent/educator sessions targeting primary and secondary students from Year 3 to Year 12.</p> <p>Activities will include role plays, experiments and interactive discussion, uses a strengths-based framework to set up positive norms and provides both proactive strategies and strategies for when (cyber)bullying occurs.</p> <p>Student workshop topics include bullying, (cyber)bullying, leadership and mental health. Workshops are offered as 60 minute, 90 minute or full day programs and can be delivered across metro, rural, regional and interstate areas. Student webinars are 30 minute modules delivered to full cohorts of students from Year 5 - Year 9 and cover looking after each other online, respect and empathy, taking positive action and digital wellbeing.</p>			<p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Bullying prevention and Cyber safety programs Project Rockit
<p>Totals</p>		<p>\$3,500.00</p>	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Dedicate two curriculum days to numeracy PD with George Booker Term 1, 2022.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants George Booker	<input checked="" type="checkbox"/> On-site
<p>PLC to focus on Teaching & Learning</p> <p>Professional learning to improve practice - knowledge and skills</p> <p>Skills to measure practice Develop teacher ability to have a deep understanding of how to analyse data Develop teacher ability to use student feedback to inform teaching practice Develop teacher ability to have a deep understanding of how to use formative assessment</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

<p>Professional learning to improve practice. Develop a coaching model that is deliverable and sustainable at VCD</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Mark Dowell Ollie Lovell 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Wellbeing Project 8: Tier 1 VCD Whole Professional Team - Wellbeing PD</p> <p>Drawing on evidence from the department's policies, and contemporary child and family mental health practices, the Wellbeing team will improve staff understanding of students wellbeing matters, including, but not limited to :</p> <ul style="list-style-type: none"> • Child safe-standards. • Cyber safety. • Approaches to students' emotional wellbeing and personal growth at all stages of development. • Relationship between wellbeing, engagement, and academic achievement • Enabling engagement, wellbeing and psychological safety in the 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants BeYou Headspace <input checked="" type="checkbox"/> Departmental resources Mental Health Hub 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

classroom. .						
<p>Auslan for Families The majority of students at VCD use Auslan as their language and means of communication. Having a shared family language is critical for positive social and emotional growth in children. It provides a strong foundation for them to become successful adults. Families have asked VCD to provide this language learning.</p> <p>The VCD Auslan for Families program was developed and trialled with parents during 2020-2021. During this period it was supported by college-employed tutors. In 2022 VCD will improve the sustainability of the program through an external partnership with Expression Australia who are Victoria's most experienced providers of community Auslan courses.</p> <p>In 2022 Expression Australia to deliver two groups of Auslan classes. One group will be delivered by Zoom,</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Expression Australia	<input checked="" type="checkbox"/> On-site

<p>with up to 7 families engaged, the other group will be delivered face to face on the VCD campus. Each group will receive up to 6 lessons per term. Sessions will gradually build a family's Auslan knowledge. Starting with simple greetings and language about families, to developing language about colours, numbers, household items, sport, hobbies, emotions, health, travel and annual celebrations. As part of their quality control, Expression Australia will also provide quality assurance and program evaluation</p>						
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