

# 2019 Annual Implementation Plan

## for improving student outcomes

Aurora School (5511)



Submitted for review by Bernadette Coleman (School Principal) on 12 December, 2018 at 03:16 PM  
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# Self-evaluation Summary - 2019

Aurora School (5511)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding	<p>The staff at Aurora School have continued on their learning journey as noted in the 2017 Peer Review. The increased culture of collaboration and collective responsibility is evident throughout the planning documentation and through the conversations that take place at teacher, team and stream meetings.</p> <p>Aurora School is aware that engaging teachers in contemporary high quality professional learning is the most successful way to improve teacher effectiveness. This year Aurora staff have actively participated in a range of both in-house and external professional learning opportunities directly aligned with priority areas for school improvement and teachers' individual learning needs. (See support evidence)</p> <p>Greater use of children's outcomes data is used to evaluate the impact of professional learning on teaching practice and children's achievement, again evident through planning documentation and professional conversations.</p> <p>Aurora School has continued to develop Communities of Practice beyond our individual school through attendance at a range of statewide networks, Auslan Teaching via Polycom to Mooroopna North Primary School and Metung Primary School, and through our Early Intervention Statewide support to families,</p>

			<p>childcare centres and kindergartens through both face-to-face delivery and skype. These experiences extend our current practice and continue to provide professional challenge and opportunities for reflection for staff and leadership of Aurora School.</p>
	Curriculum planning and assessment	Embedding	<p>A main focus in 2018 has aimed for a clear line of sight between assessment data and observation and written curriculum, weekly programs /session planners. This area has shown steady improvement with a clear line of sight more evident in teacher and allied health documentation.</p> <p>Children, families, and their individual and specific needs continue to be at the centre of curriculum planning and educational service delivery. Documented curriculum and session planners are regularly reviewed and updated and focus on VEYLDF, EYLDF, AusVELS/The Victorian Curriculum, ABLES, and communication and language acquisition for young deaf children including CASLLS, CommuniCate and the Auslan Checklist. Our aim is to enable all young deaf children to achieve to their full potential and become confident individuals, successful learners and responsible citizens.</p> <p>Aurora staff monitor and evaluate the impact of the planning process on child and family engagement and learning outcomes and make adjustments to optimize both learning and engagement.</p>
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	<p>The unique Bilingual (English and Auslan) Philosophy that underpins the teaching and learning environment at Aurora School is based on significant and reliable evidence.</p>

			<p>At Aurora School we aim to apply the best available evidence to our educational decision making. This has led to the employment this year of a Researcher to maintain our currency of deaf specific educational practice within the framework of mainstream evidence based teaching practices that have the greatest impact on outcomes for young children and their families.</p> <p>Aurora staff are supported to participate in relevant professional learning communities and opportunities to sustain authenticity, quality and consistency of their practice.</p>
	Evaluating impact on learning	Embedding moving towards Excelling	<p>Aurora School has well documented assessment processes in place and include: Caslls, Communication Matrix, Auslan Checklist, Individual Learning Plans, ABLES and British Protocols.</p> <p>Assessment at Aurora is seen as an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future learning.</p> <p>At this stage some teachers and allied health staff use assessment results to evaluate the impact of their teaching on children's learning, and then adapt their practices to better meet the needs of all children. We are aiming for a more consistent approach across all teaching and allied health staff in this area.</p> <p>Aurora staff are using data and feedback more regularly to identify important issues which drive inquiry and actions. They monitor the impact of their actions and adjust their practice accordingly. This is evidenced in their planning documentation.</p>

			<p>School leaders continue to support staff to understand the impact of teaching on children's learning outcomes and they support and challenge teachers to understand their effectiveness. They ensure that ongoing evaluation of teachers' current practice is used to focus their professional learning and Performance and Development Plans.</p>
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Professional leadership	Building leadership teams	Embedding	<p>At Aurora School, supporting each staff member to develop their own personal leadership skills is encouraged, and will continue to be a focus in 2019.</p> <p>Continued effort to support allied health staff to work seamlessly with teaching staff is leading to better outcomes for young children and their families. This will continue to be a focus in 2019 and throughout this strategic plan cycle.</p> <p>The leadership team continues to build team capacity, collectively and individually, with a shared purpose based on the school's vision and values, context and data. The Leading Teachers actively progress this process through their support for individual staff members and professional learning teams.</p> <p>The leadership team aims to contribute to the school culture where learning can flourish through quality communication, high expectations, collaboration, challenge, trust building and support</p> <p>The Aurora School leadership teams are driven by the moral purpose of improving the educational outcomes of all young deaf children and their families.</p>
	Instructional and shared leadership	Embedding	<p>At Aurora School a distributive leadership model is in place.</p>

			<p>The Principal Class actively support a culture of quality teaching, learning and achievement and work together with the Leading Teachers to support their competence in planning, coordination and evaluating teaching and the curriculum.</p> <p>Leading Teachers are actively involved in discussions with teachers about instructional matters, including how instruction impacts on achievement. They now work more regularly with teachers to review and enhance teaching and ensure that the progress of each child is systematically monitored and that teachers use assessment results to inform and direct their teaching.</p> <p>Members of he leadership team have continued to build their capacity through involvement in the Professional Learning Community Project, Bastow Principals Program and more recently the Family Partnership Supervision Course.</p>
	Strategic resource management	Embedding	<p>Aurora School considers strategic resource management as a critical factor in school improvement. The management team works effectively as a group to maximise the use of available resources and where appropriate seeks creative and innovative solutions whilst always ensuring integrity. The management team responds strategically to opportunities in the external environment (Auslan by Polycom, Bilingual Kindergarten Funding) for the benefit of the school community.</p> <p>The Aurora School management team ensures that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. Learning is supported by the effective use of school, system and</p>

			<p>community expertise and resources through contextual decision-making and planning.</p> <p>The Aurora School management team aims to effectively manage risk, and use data to make well informed and intentional resourcing decisions that will support instructional priorities, including support for children and families facing disadvantage.</p>
	<p>Vision, values and culture</p>	<p>Embedding</p>	<p>The Aurora School Vision articulates to the whole school community our core educational values and goals of "Excellence in early childhood education for deaf children and their families" and "Communication for lifelong learning"</p> <p>The School Values, the things that we believe in and strive for are: Community - connection with and contribution to our community; Curiosity - to explore as the developmental building blocks to learning; Perseverance - to overcome challenges; and Respect - for each other and our environment</p> <p>Our whole school goals clearly communicate our intention to improve the outcomes for young deaf children and their families:          "To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning with particular emphasis on communication, language and early literacy."          "To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of the decision making processes that enhance a positive climate for learning."</p>

Positive climate for learning		Empowering students and building school pride	Evolving moving towards Embedding	<p>Aurora School aims to work in partnership with young children and their families to support them to actively participate in the negotiation of roles, responsibilities and outcomes. This way young children and their families feel more positive and connected to the school, see themselves as learners, better understand their learning growth and feel confident in expressing this to the staff and teachers they work with. In turn this will enable young children and their families to have greater power to influence their learning through collaborative decision-making and action and to take responsibility for their learning.</p> <p>Additional effort is given to developing 'connectedness' with our children and families as they are scattered across the metropolitan region and the state.</p> <p>Aurora School aims to build a culture where staff, children and their families work together, and where children's and families voices are heard and respected, and contribute to building their confidence, self-efficacy and self-advocacy.</p>
		Setting expectations and promoting inclusion	Embedding moving towards Excelling	<p>The unique environment that is Aurora School plays a pivotal role in our society for promoting inclusion for young deaf children and their families, and for young deaf children with complex needs and their families.</p> <p>As most children with hearing loss are born to families that have not had any previous exposure to deafness, a supportive and inclusive school environment is essential in order to foster connectedness and engagement that will enable ongoing learning. We aim to ensure that our school vision and values are embedded in everyday practices and interactions and we work across communities to implement a shared approach to supporting the health, wellbeing, inclusion and</p>

			<p>engagement of all our children and their families. Safe, supportive and inclusive environments celebrate and protect diversity and understanding of others, acknowledging the right of every child, no matter their background or ability, to achieve the best possible outcome.</p> <p>We aim to support young children and their families to achieve their full potential, support their ongoing wellbeing, and enhance their resilience, optimism, confidence, and social and emotional skills.</p>
	<p>Health and wellbeing</p>	<p>Embedding</p>	<p>Aurora School takes significant steps to actively support the health and wellbeing of all young children and their families involved in our school programs, and all staff working at Aurora School.</p> <p>The employment of a multidisciplinary team including teachers, educational support staff and allied health staff, ensures that young children and their families have access to a range of professionals and expertise that can support the individual and specific needs of each child and their family.</p> <p>Health promoting school policies and processes, and significant professional learning is also provided to support the wellbeing of all staff members.</p> <p>The Respectful Relationships program, specifically tailored to the learning needs of staff working with young children, has been provided to staff at Aurora School this year.</p> <p>Families across both the metropolitan area and the state are supported through the provision of social networking environments to further enhance wellbeing and community partnerships.</p>

	Intellectual engagement and self-awareness	Embedding	<p>Aurora School staff work together in collaboration with young children and their families to develop programs and experiences that are interesting, personally relevant, and appropriately challenging.</p> <p>Aurora staff are being encouraged by the leadership teams to have high expectations of young children's learning, and to develop strategies that challenge students at their point of learning need. Aurora staff are also being encouraged to collect robust evidence of learning and use it to target their teaching.</p> <p>Aurora staff working directly with young children and their families are being supported by the leadership teams to continue to develop effective partnerships with families to further enhance the learning potential of their child. This will be a major focus for the remainder of this strategic plan cycle.</p> <p>Aurora School, as a supportive and inclusive school, has plans in place to deliberately foster connectedness and engagement, especially for those children and families who are at risk of falling behind or disengaging with our support programs.</p>
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Community engagement in learning	Building communities	Embedding moving towards Excelling	<p>Aurora School establishes links and builds relationships with a broad range of people and organisations in order to expand opportunities and improve outcomes for their children and families. They recognise that developing such relationships will strengthen the capacity of the school and family to support the learning and development outcomes of young deaf children and their families, as well as having the potential to enhance social inclusion and build social capital. These relationships provide</p>
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			<p>additional access to expertise, facilities, resources, support and services, opening up additional opportunities for children to reach their full potential and achieve outcomes.</p> <p>Aurora School has presented at, and participated in State, National and International Conferences and many networks and communities of practice including the EI Network, Speech Pathology Network, Physiotherapy and Occupational Therapy Networks, (all initiated by Aurora), and the new Deaf Services Providers Network.</p> <p>The school has provided opportunities (through coffee mornings, transition evenings, Early Learning Groups, Mother Goose Programs, Annual Picnic, regional barbeques, for families to meet, have access to support - including peer support, to garner new information and to provide feedback to the school about its services and processes.</p> <p>Aurora Staff have provided support to professional staff in Community Child Care Centres and Kindergartens to support staff to better meet the needs of babies and young children who are deaf and deaf-blind.</p>
	Global citizenship	Embedding	<p>Global citizenship means an awareness of our interconnectedness with people and environments around the globe, their contribution to a global society and economy, and the potential to develop respect for key universal values such as peace, sustainability and upholding the rights and dignity of all people.</p> <p>For Aurora School, global citizenship is important to ensure that we are abreast of current national and international research and best practice in educational</p>

			<p>processes for young deaf children and their families.</p> <p>It is imperative that Aurora school align their quality improvement frameworks with current international best practice and evidence informed research.</p> <p>Attendance at State, National and International Conferences supports this knowledge, together with reading of current research and involvement in active networks and communities of practice.</p>
	<p>Networks with schools, services and agencies</p>	<p>Embedding moving towards Excelling</p>	<p>Aurora School actively seeks to partner with community-based organisations, government and non-government organisations and their Communities of Practice, relevant to the children and families we work together with.</p> <p>The aim is to further create a network of support for the health, wellbeing, engagement, inclusion and learning of the child and their family. These partnerships mitigate barriers to learning, such as ill-health and isolation, or limited positive family and peer influences on learning.</p> <p>Aurora School, through professional learning opportunities aims to support staff to develop their skills in working together with families based on current evidence informed research. To be effective, partnerships need to focus on potential impediments to learning, address risk factors and promote proven protective practices.</p> <p>Where possible, Aurora School works in the child and families community, to facilitate timely access to the services they need.</p>

	Parents and carers as partners	Embedding moving towards Excelling	<p>Aurora School is aware that parent and carer involvement in their child's school, contributes to improved learning, health and wellbeing. Aurora School works with very young deaf children and their families so family involvement is essential for optimal outcomes.</p> <p>Aurora School actively aims to develop collaborative partnerships with families, based on effective communication, mutual trust and respect and shared responsibility for the education of the children involved in the Aurora School programs. Impact is high where there are consistent positive relationships with children and their families. The high level of positive relationships with children and their families is evidenced through a range of parent opinion surveys as attached.</p>
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<p><b>Enter your reflective comments</b></p>	<p>At Aurora School in 2018 we have made considerable growth in implementing the 'Essential Elements' necessary to form the foundation upon which improvement is built. This is evident throughout the eight "Essential Elements" as follows:</p> <ol style="list-style-type: none"> <li>1. Documented curriculum plans, assessment and shared pedagogical approaches are evident in both written and conversational forms.</li> <li>2. The professional learning program is more closely aligned with Aurora Schools identified improvement strategies.</li> <li>3. The Aurora School Leadership Team is the school improvement team that oversees and evaluates the effectiveness and impact of the AIP.</li> <li>4. The age of our children means that we need to work together in partnership with families to ensure that both children's and families voices are encouraged so that they can positively contribute to their own learning and school improvement.</li> <li>5. Aurora School ensures there is a whole school approach to supporting the health, wellbeing, inclusion and engagement of all our children, families and staff.</li> <li>6. There is an increased awareness of and discussion about what moderation of assessment for young children means and looks like and how we go about doing this.</li> <li>7. Data collection, analysis and evaluation of children's learning is now at the forefront of staff thinking and can be seen throughout the documentation</li> <li>8. As a unique Bilingual School (English and Auslan) for young deaf children and their families, we consistently base our practices and maintain our professional knowledge on well founded evidence-informed research.</li> </ol>
<p><b>Considerations for «Year1»</b></p>	<p>In 2019 Aurora School will continue to embed the foundations needed to support improvement through the eight essential elements noted above.</p> <p>Specific emphasis will be placed on continued improvement in:</p> <ul style="list-style-type: none"> <li>- data collection, analysis and evaluation of children's learning,</li> <li>- enhancement of our professional learning communities</li> <li>- further development off shared pedagogical approaches to children's teaching and learning</li> <li>- implementation of high impact teaching strategies</li> <li>- embed the Family Partnerships Model as the guide for working together with families</li> </ul>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning, with particular emphasis on communication, language and early literacy.
<b>Target 1.1</b>	To have all children deemed capable make one year or more growth as indicated by CASLLS and other assessment documentation. To have all children monitored at regular intervals to ensure progress is appropriate to their capability - (CASLLS, Communication Matrix, Auslan Checklist, MPAPG)
<b>Target 1.2</b>	All children to achieve potential growth annually as measured against the assessment tools Assessment of children's capability using assessment tools, formal and informal measures including Victorian Early Years Learning and Development Framework Measuring each child's progress against Individual Learning Plan Goals, MPAPG Victorian Curriculum Parents goals and priorities CASLLS, Auslan Checklist, Communication Matrix, Infant Monitor of Vocal Production (IMP)
<b>Target 1.3</b>	Research current documentation and establish framework curriculum for developing communication, language and early literacy for young deaf children. By 2020 develop and implement Draft Documents - communication, language and early literacy for young deaf children
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	KIS 1.1: Continue to build the whole school culture of accountability and feedback 2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	KIS 1.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	KIS 1.3: Develop and document a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children

<b>Goal 2</b>	To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of decision making processes that enhance a positive climate for learning.
<b>Target 2.1</b>	Parent Opinion Survey will maintain current levels By 2020 inclusive practices and opportunities to improve fidelity of service will be clearly documented and evidenced ACSK Community interest and enrolment data will maintain current levels
<b>Target 2.2</b>	Aurora Transition manual for all staff developed by end of 2019 Transition documentation provided to 100% of enrolling schools (develop audit process) Transition checklist developed and indicates high fidelity of service across Aurora ( completed annually) Internal transition processes are clear and well documented by end of 2019 Parent Opinion Survey & EI Family Outcomes Survey & EE and EI Exit Surveys indicate high level of satisfaction with Transition Process
<b>Target 2.3</b>	School Staff Opinion Survey – maintain or improve on current levels Parent Opinion Surveys – maintain or improve on current level Rebranding process implemented and evidenced through documentation Documented evidence of active involvement of Aurora staff in the wider community (eg Networks, Communities of Practice, etc) - data base developed
<b>Target 2.4</b>	Quality Improvement processes developed and implemented (FISO, EIQL, QIP) - undertake review of current documentation and processes and establish implementation framework
<b>Key Improvement Strategy 2.a</b> Building practice excellence	2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	2.2 Enhance the whole school transition process that supports children and informs educational settings of the needs and capacities of individual children in an inclusive environment.
<b>Key Improvement Strategy 2.c</b> Building communities	2.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.
<b>Key Improvement Strategy 2.d</b> Setting expectations and promoting inclusion	2.4 Formalise a process of quality improvement in line with national and international best practice principles.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning, with particular emphasis on communication, language and early literacy.</p>	<p>Yes</p>	<p>To have all children deemed capable make one year or more growth as indicated by CASLLS and other assessment documentation.            To have all children monitored at regular intervals to ensure progress is appropriate to their capability - (CASLLS, Communication Matrix, Auslan Checklist, MPAPG)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>CASLLS completed and entered on to data base six monthly for all appropriate children            Communication Matrix completed and recorded for all children where CASLLS unable to monitor growth            Auslan Checklist completed six monthly for all appropriate children - additional support provided to staff            Documentation developed to clearly monitor progress            Commence exit summary data collection of children's development across their time at Aurora</p>
		<p>All children to achieve potential growth annually as measured against the assessment tools            Assessment of children's capability using assessment tools, formal and informal measures including                Victorian Early Years Learning and Development Framework                Measuring each child's progress against Individual Learning Plan Goals, MPAPG                Victorian Curriculum                Parents goals and priorities                CASLLS, Auslan Checklist, Communication Matrix, Infant Monitor of Vocal Production (IMP)</p>	<p>Assessment Schedule clearly established and documented            Documentation developed to clearly monitor progress            Curriculum plans and weekly plans/session planners indicate learning intentions relevant to assessment criteria</p>

		<p>Research current documentation and establish framework curriculum for developing communication, language and early literacy for young deaf children.</p> <p>By 2020 develop and implement Draft Documents - communication, language and early literacy for young deaf children</p>	<p>Researcher to review existing curriculum documents and provide report to Working Party.</p> <p>Re-establish timeline criteria for the EC Framework of communication, language and early literacy for young deaf children</p>
<p>To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of decision making processes that enhance a positive climate for learning.</p>	<p>Yes</p>	<p>Parent Opinion Survey will maintain current levels</p> <p>By 2020 inclusive practices and opportunities to improve fidelity of service will be clearly documented and evidenced</p> <p>ACSK Community interest and enrolment data will maintain current levels</p>	<p>Monitor Parent Opinion Surveys and enrolment data</p> <p>Document Aurora School Inclusive Practices and steps taken to further develop fidelity of service</p>
		<p>Aurora Transition manual for all staff developed by end of 2019</p> <p>Transition documentation provided to 100% of enrolling schools (develop audit process)</p> <p>Transition checklist developed and indicates high fidelity of service across Aurora ( completed annually)</p> <p>Internal transition processes are clear and well documented by end of 2019</p> <p>Parent Opinion Survey &amp; EI Family Outcomes Survey &amp; EE and EI Exit Surveys indicate high level of satisfaction with Transition Process</p>	<p>At beginning of year establish status of transition documents</p> <p>Specific emphasis on internal transitions, EE &amp; EI, and transitions with Furlong Park Preschool</p>
		<p>School Staff Opinion Survey – maintain or improve on current levels</p> <p>Parent Opinion Surveys – maintain or improve on current level</p> <p>Rebranding process implemented and evidenced through documentation</p> <p>Documented evidence of active involvement of Aurora staff in the wider community (eg Networks, Communities of Practice, etc) - data base developed</p>	<p>Monitor Staff and Parent Opinion Surveys</p> <p>Rebranding company engaged</p> <p>Consultation with all members of the school community</p> <p>Document Aurora staff involvement in wider community</p>
		<p>Quality Improvement processes developed and implemented (FISO, EI, QIP) - undertake review of current documentation and processes and establish implementation framework</p>	<p>Monitor and evidence FISO improvements</p> <p>EI Quality Improvement processes developed</p> <p>Kindergarten QIP completed</p>

<b>Goal 1</b>	To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning, with particular emphasis on communication, language and early literacy.
<b>12 Month Target 1.1</b>	CASLLS completed and entered on to data base six monthly for all appropriate children Communication Matrix completed and recorded for all children where CASLLS unable to monitor growth Auslan Checklist completed six monthly for all appropriate children - additional support provided to staff Documentation developed to clearly monitor progress Commence exit summary data collection of children's development across their time at Aurora
<b>12 Month Target 1.2</b>	Assessment Schedule clearly established and documented Documentation developed to clearly monitor progress Curriculum plans and weekly plans/session planners indicate learning intentions relevant to assessment criteria
<b>12 Month Target 1.3</b>	Researcher to review existing curriculum documents and provide report to Working Party. Re-establish timeline criteria for the Early Childhood Framework of communication, language and early literacy for young deaf children

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	KIS 1.1: Continue to build the whole school culture of accountability and feedback 2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children	Yes
<b>KIS 2</b> Curriculum planning and assessment	KIS 1.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.	Yes
<b>KIS 3</b> Building practice excellence	KIS 1.3: Develop and document a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children	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>The Aurora School Vision articulates to the whole school community our core educational values and goals of "Excellence in early childhood education for deaf children and their families" and "Communication for lifelong learning".</p> <p>Our intention is to ensure that we do improve the outcomes for young deaf children and their families by ensuring that our teaching and learning processes are well documented and based on current evidence-informed practices.</p> <p>It is key to:</p> <ul style="list-style-type: none"> <li>- our 2018 - 2021 Strategic Plan and school improvement goals</li> <li>- to developing a clear instructional model of collective efficacy</li> <li>- to building on our current FISO continua of practice self evaluation 2018 - 2021 improvement cycle</li> </ul>	

<b>Goal 2</b>	To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of decision making processes that enhance a positive climate for learning.
<b>12 Month Target 2.1</b>	Monitor Parent Opinion Surveys and enrolment data Document Aurora School Inclusive Practices and steps taken to further develop fidelity of service
<b>12 Month Target 2.2</b>	At beginning of year establish status of transition documents Specific emphasis on internal transitions, EE & EI, and transitions with Furlong Park Preschool
<b>12 Month Target 2.3</b>	Monitor Staff and Parent Opinion Surveys Rebranding company engaged Consultation with all members of the school community Document Aurora staff involvement in wider community
<b>12 Month Target 2.4</b>	Monitor and evidence FISO improvements EI Quality Improvement processes developed Kindergarten QIP completed

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children	Yes
<b>KIS 2</b> Setting expectations and promoting inclusion	2.2 Enhance the whole school transition process that supports children and informs educational settings of the needs and capacities of individual children in an inclusive environment.	Yes
<b>KIS 3</b> Building communities	2.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.	Yes
<b>KIS 4</b> Setting expectations and promoting inclusion	2.4 Formalise a process of quality improvement in line with national and international best practice principles.	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>Aurora School has a responsibility as a unique Bilingual (English and Auslan) environment to ensure that we promote inclusion for young deaf children and their families.</p> <p>A supportive and inclusive school environment where parents are valued equally as partners, is essential in order to foster connectedness and engagement that will enable ongoing learning for our children and families.</p> <p>It is key to:</p> <ul style="list-style-type: none"> <li>- our 2018 - 2021 Strategic Plan and school improvement goals</li> <li>- to developing a clear instructional model of collective efficacy</li> <li>- to building on our current FISO continua of practice self evaluation 2018 - 2021 improvement cycle</li> </ul>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To continue developing, documenting, implementing and evaluating curriculum and assessment practices and shared pedagogy to ensure further excellence in teaching and learning, with particular emphasis on communication, language and early literacy.
<b>12 Month Target 1.1</b>	CASLLS completed and entered on to data base six monthly for all appropriate children Communication Matrix completed and recorded for all children where CASLLS unable to monitor growth Auslan Checklist completed six monthly for all appropriate children - additional support provided to staff Documentation developed to clearly monitor progress Commence exit summary data collection of children's development across their time at Aurora
<b>12 Month Target 1.2</b>	Assessment Schedule clearly established and documented Documentation developed to clearly monitor progress Curriculum plans and weekly plans/session planners indicate learning intentions relevant to assessment criteria
<b>12 Month Target 1.3</b>	Researcher to review existing curriculum documents and provide report to Working Party. Re-establish timeline criteria for the Early Childhood Framework of communication, language and early literacy for young deaf children

<b>KIS 1</b> Curriculum planning and assessment	KIS 1.1: Continue to build the whole school culture of accountability and feedback 2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
<b>Actions</b>	Assessment schedule clearly defined, documented and implemented CASLLS (Communication Matrix) completed and entered on data base at six and twelve month intervals Auslan Checklist completed and entered on data base at six and twelve month intervals Assessment tools and data used to develop explicit teaching and learning
<b>Outcomes</b>	Children and Families will: <ul style="list-style-type: none"> <li>• be supported to understand the range of assessment tools used to support their child's progress</li> </ul> Teachers, Allied Health and Education Support staff will: <ul style="list-style-type: none"> <li>• use assessment tools and data (CASLLS, Auslan Checklist, etc) to plan goals, differentiate learning and report to families</li> </ul> School Leaders will: <ul style="list-style-type: none"> <li>• meet regularly with staff to provide support and monitor completion of assessment tools</li> <li>• review and evaluate the effectiveness of current assessment tools</li> </ul>
<b>Success Indicators</b>	Assessment outcomes evidenced in planning and reporting documentation Record of effectiveness of current assessment tools and documentation indicates progress Plan for review and evaluation of current assessment tools documented

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete Assessment Tools (CASLLS, Auslan Checklist, etc) at six months	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Complete Assessment Tools (CASLLS, Auslan Checklist, etc) at twelve months	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Clear line of sight evidenced between Assessment Tools and planning documentation (Weekly Plans / Session Planners)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Children at risk in their development of communication, language and early literacy are identified, supported and monitored	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Allied Health staff undertake appropriate assessments and provide support to individual learning needs in the classroom / family home	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$6,500.00  <input type="checkbox"/> Equity funding will be used
Clear line of sight evidenced between therapy recommendations and classroom / family home routine implementation	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Teachers will use assessment tool evidence when reporting to families	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Team Leaders meet regularly with staff to provide support, coaching and mentoring and to monitor assessment data	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
School Leaders review and evaluate the effectiveness of current assessment tools and use data to evidence learning	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Curriculum planning and assessment	KIS 1.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.
<b>Actions</b>	Assessment schedule clearly defined, documented and implemented Assessment tools and data used to develop explicit teaching and learning Curriculum plans and weekly plans/session planners evidence clear line of sight from assessment and observational data
<b>Outcomes</b>	Children and Families will: <ul style="list-style-type: none"> <li>• understand their child's progress and be able to articulate what they need to learn next</li> </ul> Teachers, Allied Health and Education Support staff will: <ul style="list-style-type: none"> <li>• understand each child's current progress, be able to articulate what each child needs to learn next and plan appropriate experiences/activities to support this and evaluate learning</li> <li>• curriculum plans and weekly plans / session planners indicate learning intentions relevant to assessment data, observations and child readiness</li> </ul> School Leaders will: <ul style="list-style-type: none"> <li>• document regular meetings with staff which provide support and feedback on practice</li> <li>• provide additional professional learning and development to further support focused teaching and learning intentions with particular emphasis on communication, language and early literacy</li> <li>• record, review and evaluate the effectiveness of current assessment tools and documentation</li> </ul>
<b>Success Indicators</b>	Curriculum plans, weekly plans and assessment data aligned in all documents Professional learning focuses on VEYLDF, HITS and professional practice

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Planning documentation (Weekly Plans / Session Planners) indicate learning intentions directly related to assessment data and observations	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Planning documentation (Weekly Plans / Session Planners) demonstrate the scaffolding of childrens learning and development particularly in communication, language, and early literacy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Team Leaders meet regularly with staff to provide support, coaching and mentoring	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Peer observations, coaching and reflections support staff development	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Opportunities for Professional Learning to further enhance understanding of current best practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Building practice excellence	KIS 1.3: Develop and document a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children
<b>Actions</b>	Research systematic instructional models for the teaching of communication, language and early literacy for young deaf children Develop a shared understanding of evidence informed best practice teaching and learning strategies to support communication, language and early literacy for young deaf children
<b>Outcomes</b>	<p>Children and Families will:</p> <ul style="list-style-type: none"> <li>• share an understanding of current best practice teaching and learning strategies for young deaf children</li> </ul> <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> <li>• develop a shared understanding of current best practice of teaching and learning strategies for young deaf children</li> <li>• new learnings are incorporated in curriculum plans, weekly planning/session plan documentation</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• support and facilitate the development of a consistent instructional framework for communication, language and early literacy for young deaf children</li> <li>• facilitate targeted professional learning in communication, language and early literacy for young deaf children to build teacher capacity</li> </ul>
<b>Success Indicators</b>	<p>By the end of 2019 the Leadership Team will have reviewed a number of existing instructional models for young children and decided on a strategy that will enable the next step in the development of a bilingual communication, language and early literacy curriculum for young deaf children</p> <p>Documentation of research outcomes published internally</p> <p>Observations support development of consistent instructional framework</p> <p>Documentation of professional targeting communication, language and early literacy for young deaf children</p> <p>Internal professional learning focuses on early years literacy and numeracy – outcomes documented</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Working Party to continue investigation of a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Working Party to re-established timeline criteria for the development of the framework	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Researcher / practitioner to review existing curriculum documents and provide report to the Working Party on current evidence informed best practice communication, language and early literacy learning curriculums for young deaf children	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To further develop and build on inclusive practices and collaborative partnerships that ensure that children, families and staff are valued, supported and part of decision making processes that enhance a positive climate for learning.
<b>12 Month Target 2.1</b>	Monitor Parent Opinion Surveys and enrolment data Document Aurora School Inclusive Practices and steps taken to further develop fidelity of service
<b>12 Month Target 2.2</b>	At beginning of year establish status of transition documents Specific emphasis on internal transitions, EE & EI, and transitions with Furlong Park Preschool
<b>12 Month Target 2.3</b>	Monitor Staff and Parent Opinion Surveys Rebranding company engaged Consultation with all members of the school community Document Aurora staff involvement in wider community
<b>12 Month Target 2.4</b>	Monitor and evidence FISO improvements EI Quality Improvement processes developed Kindergarten QIP completed

<b>KIS 1</b> Building practice excellence	2.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
<b>Actions</b>	Establish a culture of collaboration for improvement, based on the use of data and evaluation of impact on learning Establish a culture of feedback between children and families, staff and leadership
<b>Outcomes</b>	<p>Children and Families will:</p> <ul style="list-style-type: none"> <li>• contribute to shape the curriculum and learning activities, through partnership with teachers and allied health to set goals and reflect on the learning progress</li> <li>• provide regular feedback to teachers, allied health and leadership</li> </ul> <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> <li>• incorporate focused and differentiated feedback to support the progress and achievement of every child</li> <li>• develop a deep knowledge of the curriculum and children's progress and achievement, through use of high-quality Common Assessment Tools, targeted feedback and rigorous moderation processes</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams</li> <li>• model effective feedback processes and facilitate multiple opportunities for regular feedback throughout the school</li> <li>• facilitate regular evaluation of the impact of current strategies in relation to improving student learning and the quality of teaching</li> <li>• facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve targets and KPI's</li> </ul>
<b>Success Indicators</b>	IEP's and ILPS demonstrate reflection of goals on learning activities Communities of practice notes demonstrate implementation of common assessment tools, targeted feedback and moderation processes Opportunities for collaboration in diverse teams is timetabled and documented All staff will use appropriate data to inform their practice Children, families and staff will work together in a collaborative partnership designed to facilitate learning and development

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff work collaboratively using an inquiry cycle model to develop common understanding of assessment tools, interrogate data and plan for learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff undertake peer observation and regular observation walks providing feedback to improve practice	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Team Leaders meet regularly with staff to provide support, coaching and mentoring	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide leading teachers / team leaders with adequate time, including time and opportunities for professional learning to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used
Establish and facilitate structures across the school to ensure adequate time for staff to collaborate and work in professional learning teams to positively impact learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and support children and families and staff to participate in self-evaluation and external evaluation activities, such as surveys, case studies and interviews	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Setting expectations and promoting inclusion	2.2 Enhance the whole school transition process that supports children and informs educational settings of the needs and capacities of individual children in an inclusive environment.
<b>Actions</b>	Develop, document and implement a whole school transition process Further develop Networks / Communities of Practice to support effective transitions Further establish active networks with other providers of Deaf Education Services to support effective transitions Strengthen in-school mentoring and advocacy enrichment opportunities for all children and their families
<b>Outcomes</b>	<p>Children and Families will:</p> <ul style="list-style-type: none"> <li>• understand the transition process and what steps need to be taken to enable an effective transition for their child</li> <li>• partner with Aurora School staff to ensure an effective transition</li> <li>• provide feedback and reflection on the effectiveness of the transition process</li> </ul> <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> <li>• share an understanding of best practice in relation to the transition process</li> <li>• provide fidelity of service when implementing the transition process</li> <li>• work in partnership with children and families to ensure an effective transition for each child</li> <li>• provided feedback and reflection on the effectiveness of the transition process</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• develop a consistent transition process for all transitions both internally and externally</li> <li>• facilitate targeted professional learning in the rollout of the transition process</li> <li>• establish networks / communities of practice to support effective transition processes</li> </ul>
<b>Success Indicators</b>	Consistent Transition processes, both internal and external, will be clearly documented and followed. Further evaluation of these process will take place in 2020. Observation walks in action, documentation and review available to management team

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Support and facilitate the development and documentation of a consistent transition process for all transitions both internally and externally	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide targeted professional learning to ensure understanding of the transition process and how to provide fidelity of service in its implementation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Work in partnership with children and families to ensure an effective transition for each child	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and support children and families, staff and feeder schools to participate in self-evaluation and external evaluation activities, such as surveys, case studies and interviews on the transition process	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document existing networks that support the transition process and identify additional networks / communities of practice opportunities that would further support an effective transition process	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Building communities	2.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.
<b>Actions</b>	Establish a whole school communication strategy that clearly articulates to all levels of the community the school vision, values and goals
<b>Outcomes</b>	<p>Children and Families will:</p> <ul style="list-style-type: none"> <li>• understand the school vision, values and goals</li> <li>• readily recognise Aurora School and the Aurora School profile</li> </ul> <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> <li>• articulate, and implement the school vision, values and goals</li> <li>• be active members of networks and communities of practice</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• model the school vision, values and goals</li> <li>• seek feedback and reflection on the rebranding process from all members of the school community</li> <li>• be active members of networks and communities of practice</li> </ul>
<b>Success Indicators</b>	<p>Children, staff and families can articulate the schools vision, values and goals and published on the school newsletter and website</p> <p>Aurora School will complete the rebranding process by the end of 2019, after consultation with all stakeholders</p> <p>A database of Aurora Staff involvement in Communities of Practice will be established and maintained</p> <p>Social media potential evaluated and recommendations documented for implementation</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Share with and model to all staff the school vision, values and goals	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All staff will articulate and implement the school vision, values and goals in all aspects of their work with children and families	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Employ design company to work with the Leadership Team to develop Aurora School branding and signage profile. The aim is to ensure a consistent 'voice' across the whole school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input type="checkbox"/> Equity funding will be used
Establish feedback mechanisms to monitor the rebranding process to ensure that the school vision, values and goals are clearly reflected	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Document Aurora School staff involvement in wider community, networks and communities of practice	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 4</b> Setting expectations and promoting inclusion	2.4 Formalise a process of quality improvement in line with national and international best practice principles.
<b>Actions</b>	Establish a whole school quality improvement strategy and culture
<b>Outcomes</b>	<p>Children and Families will:</p> <ul style="list-style-type: none"> <li>• recognize that Aurora School has quality improvement processes in place in line with national and international best practice</li> </ul> <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> <li>• support, reflect on and implement the quality improvement practices related to their specific quality improvement framework (FISO, EI QI, Kgtn QIP)</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• develop and implement quality improvement frameworks</li> <li>• seek feedback and reflection on the quality of service provision provided by Aurora School from the school and wider Aurora community</li> <li>• be alert to current national and international research and best practice</li> </ul>
<b>Success Indicators</b>	<p>All quality improvement documents, including the FISO, EI QI and the ASCK QIP, will clearly demonstrate positive and sustained growth against these best practice standards.</p> <p>Attendance at national and international conferences as appropriate</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify quality improvement frameworks for all areas of the school - FISO, EI QI and Kgtn QIP	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Support implementation of the quality improvement frameworks across the school	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify 'key' staff members to lead the quality improvement process for each area	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
'Key' QI staff members supported through coaching, mentoring and professional learning	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$700.00  <input type="checkbox"/> Equity funding will be used
'Key' QI staff members lead and implement QI process in their area and report back to Leadership Team	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$5,000.00</b>	<b>\$0.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Researcher / practitioner to review existing curriculum documents and provide report to the Working Party on current evidence informed best practice communication, language and early literacy learning curriculums for young deaf children	from: Term 1 to: Term 4		\$5,000.00	
<b>Totals</b>			<b>\$5,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Peer observations, coaching and reflections support staff development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Opportunities for Professional Learning to further enhance understanding of current best practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Family Partnership Training	<input checked="" type="checkbox"/> On-site
Working Party to continue investigation of a whole school systematic Early Childhood Framework of Communication, Language	<input checked="" type="checkbox"/> 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site External consultant

and Early Literacy for Young Deaf Children					<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Marie Fram	
Working Party to re-established timeline criteria for the development of the framework	<input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Researcher / practitioner to review existing curriculum documents and provide report to the Working Party on current evidence informed best practice communication, language and early literacy learning curriculums for young deaf children	<input checked="" type="checkbox"/> 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"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Marie Fram	<input checked="" type="checkbox"/> Off-site External Consultant
Provide leading teachers / team leaders with adequate time, including time and opportunities for professional learning to build their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Establish and facilitate structures across the school to ensure adequate time for staff to collaborate and work	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Planning <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

in professional learning teams to positively impact learning		to: Term 4		<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Subject association	
Provide targeted professional learning to ensure understanding of the transition process and how to provide fidelity of service in its implementation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
'Key' QI staff members supported through coaching, mentoring and professional learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow National and International Conferences