

2023 Annual Implementation Plan

for improving student outcomes

Southern Autistic School (5253)



Submitted for review by Scott Tucker (School Principal) on 27 February, 2023 at 05:16 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 28 February, 2023 at 05:14 PM

Endorsed by Rochelle Pettit (School Council President) on 10 March, 2023 at 02:49 PM

Self-evaluation summary - 2023

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Whilst much has been achieved in 2022 the school has a number of projects on the go and will not be able to implement all in 2023. Whole School AIP goals are around the use of universal strategies for teaching our students, increased focus on student voice and agency, communication profiles developed for each student and revisiting the SWPBS matrix. Other considerations below make this a lot to achieve in 2023.
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<p>Considerations for 2023</p>	<p>Implementation of new streamlined induction program. Been planned for and should be easy to implement. New specialist timetable will need managing, also need a dedicated leader for our Specialist teachers. Possibly one of the APs. Streamline assessment schedule and tracking documents. This may be a job for 2024.</p> <p>AIP goals in 2023</p> <ul style="list-style-type: none"> *Increase in focus on student voice and agency. AP and leader to lead. *SWPBS. Leader and learning specialist to lead. *Communication profiles for each student. AP and SPOT team to lead. *Refocus staff on the use of universal strategies for our students. Leader and learning specialist to lead.
<p>Documents that support this plan</p>	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Staff will investigate effective teaching strategies for teaching Numeracy to students with autism. Staff will investigate the use of universal strategies for teaching students with autism being implemented across the school. Staff will investigate and review the school implementation of SWPBS.</p>
<p>To ensure learning growth and high quality educational outcomes for all students with focus on English and Mathematics</p>	No	<p>All students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years in English strands and Mathematics strands</p>	
<p>For students to develop and display behaviours and attitudes that reflect the school values</p>	No	<p>By 2022 the percentage of parents responding positively to the following measures contained in the Parent Opinion Survey to increase as follows:</p> <p>Safety domain</p> <ul style="list-style-type: none"> • My child feels safe at school from 80 per cent in 2019 to 84 per cent <p>Student development domain</p>	

		<ul style="list-style-type: none"> • Student agency and voice from 66 per cent in 2019 to 70 per cent • Confidence and resiliency skills from 81 per cent in 2019 to 85 per cent <p>Connection and progression domain</p> <ul style="list-style-type: none"> • School Connectedness from 84 per cent in 2019 to 88 per cent • Positive transitions from 69 per cent in 2019 to 73 per cent <p>SWPBS data will show reduction in both minor and major behaviours of concern over the life of this plan</p>	
To develop the communication of all students to support interpersonal, social and personal capabilities	Yes	<p>All students assessed against the Victorian Curriculum Levels A-10 will sustain their existing learning Level or make learning Level progress each two school years in:</p> <p>Health and Physical education</p> <ul style="list-style-type: none"> • Communicating and Interacting for Health and Wellbeing <p>Personal and Social Capability Strands of</p> <ul style="list-style-type: none"> • Self-Awareness and Management • Social Awareness and Management 	Staff to investigate communication assessment tools that inform student communication profiles. Staff to investigate communication systems to develop student voice and agency.

Goal 1	<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12-month target 1.1-month target	Staff will investigate effective teaching strategies for teaching Numeracy to students with autism.

	<p>Staff will investigate the use of universal strategies for teaching students with autism being implemented across the school.</p> <p>Staff will investigate and review the school implementation of SWPBS.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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 2023.	
Goal 4	To develop the communication of all students to support interpersonal, social and personal capabilities	
12-month target 4.1-month target	<p>Staff to investigate communication assessment tools that inform student communication profiles.</p> <p>Staff to investigate communication systems to develop student voice and agency.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Whole school consistent application of individualised communication strategies	No

KIS 4.b Excellence in teaching and learning	Develop consistent curriculum delivery, assessment and reporting in the Victorian Curriculum Personal and Social Capability Strands	No
KIS 4.c Excellence in teaching and learning	Develop for every student a communication profile that is embedded across all elements of the school day	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has chosen to select this KIS as a focus this year as the self-evaluation placed us at Evolving in teaching and learning- Communication is a significant component of our teaching and learning program. One of the key diagnostic criteria of Autism is a deficit in social communication and social interaction, this leads to a wide range of complexities for individuals with Autism. To enrol at SAS students require evidence of significant deficits in language skills demonstrating a composite score of two standard deviations or more below the mean. Communication is a basic human right and we aim to implement effective systems to support all students with their communication needs. Our school-based practices demonstrate some strengths in the teacher-directed use of Augmented and Alternative Communication (AAC) with some students in the classroom. We would like to develop this and increase the implementation of AAC usage across the school.	

Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	Staff will investigate effective teaching strategies for teaching Numeracy to students with autism. Staff will investigate the use of universal strategies for teaching students with autism being implemented across the school. Staff will investigate and review the school implementation of SWPBS.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Lead a review of like schools' approaches to teaching numeracy. The appointment of a learning specialist specialising in teaching numeracy. Lead a review of whole school understanding of universal strategies and effective classroom setup for teaching students with autism. The appointment of a learning specialist specialising in teaching Universal strategies for teaching students with autism.
Outcomes	Growth in staff understanding of effective strategies to teach numeracy to students with autism. Increased use of universal strategies for teaching students with autism across the school.
Success Indicators	Instructional models of teaching numeracy to students with autism will be selected to trial in classroom. Implement a baseline assessment for measuring the use of universal strategies in the classroom based on the autism classroom matrix.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A Learning Specialist identified and allocated an area of responsibility for leading Numeracy support across the school.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Learning Specialist to develop hands-on maths kits to accompany the targetted termly maths assessments as detailed in the assessment schedule and in line with the school-based curriculum map.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Identify adjustments and accomodations required to support student learning.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,841.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review and research relevant Maths strategies and interventions suitable for our students working within level B and above in the Victorian Curriculum.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>A Learning Specialist identified and allocated an area of responsibility for leading universal autism specific teaching and learning strategies across the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>Curriculum day term 1 - Universal Design for Learning (UDL) presentation from members of the leadership team and learning specialist.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>Creation and provision of premade visual support packs for all classrooms. - staff will have ongoing access to the resources stored on the google drive if they want to make additional supports.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>Learning Specialist to lead PLT sessions devoted to key ASD-specific universal strategies covered in the initial PD encouraging staff to share how they are using the strategies in their classes with students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
<p>ASD-specific universal strategies to be added to the Sub school meeting agenda to constantly review the implementation in classrooms and sharing of practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			
ASD classroom matrix (self-assessment) conducted in term 1 and 3.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
In class coaching provided on universal ASD strategies by school leaders and learning specialists as per referrals and requests.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Progress of the implementation of universal ASD strategies to be added to the leadership meeting agenda for ongoing review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Showcase best practice and examples of good implementation of the universal autism specific strategies at the staff meeting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Lead a review of current practices for managing behaviours of concern. Re-engage with the SWPBS mentor.			

Outcomes	Students will have increased awareness of the school values and behavioural expectations.			
Success Indicators	Implement a data collection system to measure the management of behaviours of concern.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review current SWPBS documentation	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Revisit and review the SWPBS matrix.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Explicit teaching of behavioural expectations across the school community.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$31,419.40 <input checked="" type="checkbox"/> Equity funding will be used
SWPBS placed as a regular agenda item on staff, leadership and sub-school meetings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBS will be explicitly taught through SASTV program.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

		<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Goal 4	To develop the communication of all students to support interpersonal, social and personal capabilities				
12-month target 4.1 target	Staff to investigate communication assessment tools that inform student communication profiles. Staff to investigate communication systems to develop student voice and agency.				
KIS 4.c Curriculum planning and assessment	Develop for every student a communication profile that is embedded across all elements of the school day				
Actions	Increase the use of AAC across the school through the acquisition of resources and provision of professional learning for all staff. Develop a whole-school understanding of what student voice, agency and leadership in learning look like. Review and develop a consistent approach to creating an individualised communication profile.				
Outcomes	Increased number of staff modelling AAC device use across the school day. Explicit teaching and teacher modelling of AAC embedded across all Victorian Curriculum Areas and school environments. Increased number of students using AAC and visual supports to communicate.				
Success Indicators	All students will have an individualised communication profile. Implement a baseline assessment for measuring communication skills. All classrooms and specialist programs have access to AAC tools including teacher modelling ipads and speech generating device apps.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
A communication team to be established.	<input checked="" type="checkbox"/> Allied health	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00	

	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 1	
Purchase of ipads with speech-generating device apps on them for teachers to use to model their usage in all environments across the day.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Professional learning on using AAC across the school day, including an introduction to LAMP and Proloquo2go, provided for all staff.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review the Roadmap of Communicative Competence (ROCC) and the Communication Matrix and make recommendations on the preferred program adopted by SAS to assess, plan and evaluate student communication outcomes.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Teachers supported by members of the communication team, including the speech therapists, to complete a comprehensive communication profile for every student.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00

	<input checked="" type="checkbox"/> Principal			
Communication team members attend the Comprehensive Literacy Instruction/AAC professional learning program (PASS)	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Speech Therapists, Learning Specialists, and Leading teachers provide in-class coaching to support AAC implementation.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Communication AAC implementation added as regular leadership, subschool, and staff meeting items for discussion and sharing of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$61,419.40	\$61,419.40	\$0.00
Disability Inclusion Tier 2 Funding	\$30,841.00	\$30,841.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$92,260.40	\$92,260.40	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Identify adjustments and accommodations required to support student learning.	\$30,841.00
Review current SWPBS documentation	\$15,000.00
Revisit and review the SWPBS matrix.	\$15,000.00
Explicit teaching of behavioural expectations across the school community.	\$31,419.40
Totals	\$92,260.40

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Review current SWPBS documentation	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Revisit and review the SWPBS matrix.	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Explicit teaching of behavioural expectations across the school community.	from: Term 2 to: Term 4	\$31,419.40	<input checked="" type="checkbox"/> School-based staffing
Totals		\$61,419.40	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Identify adjustments and accomodations required to support student learning.	from: Term 1 to: Term 4	\$30,841.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability inclusion coordinator
Totals		\$30,841.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Review and research relevant Maths strategies and interventions suitable for our students working within level B and above in the Victorian Curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Demonstration lessons 	<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"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> External consultants <p>Bullen Heights School</p>	<input checked="" type="checkbox"/> On-site
Curriculum day term 1 - Universal Design for Learning (UDL) presentation from members of the leadership team and learning specialist.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<input checked="" type="checkbox"/> On-site

Learning Specialist to lead PLT sessions devoted to key ASD-specific universal strategies covered in the initial PD encouraging staff to share how they are using the strategies in their classes with students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
ASD classroom matrix (self-assessment) conducted in term 1 and 3.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Explicit teaching of behavioural expectations across the school community.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Anthony King	<input checked="" type="checkbox"/> On-site
Professional learning on using AAC across the school day, including an introduction	<input checked="" type="checkbox"/> Allied health	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

to LAMP and Proloquo2go, provided for all staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons			
Communication team members attend the Comprehensive Literacy Instruction/AAC professional learning program (PASS)	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Principal Association for Special Schools Forum- Jane Farrall Speech Therapist	<input checked="" type="checkbox"/> Off-site PASS Forum
Speech Therapists, Learning Specialists, and Leading Teachers provide in-class coaching to support AAC implementation.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants see speech Therapists for guidance	<input checked="" type="checkbox"/> On-site