

2021 Annual Implementation Plan

for improving student outcomes

Aurora School (5511)



Submitted for review by Bernadette Coleman (School Principal) on 16 December, 2020 at 05:16 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 01 February, 2021 at 09:30 AM
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Self-evaluation Summary - 2021

Aurora School (5511)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning

Building practice excellence

Embedding

During this most unique year, with COVID-19 impacting on all aspects of the schools operations, the staff at Aurora School have continued to develop their teaching practices and improve and strengthen their knowledge and skills. There has been an increased culture of collaboration and collective responsibility. All staff have worked together to support each other and develop resources in both English and Auslan that are able to be used in both online and face-to-face environments. Staff have considered and effectively used high-impact teaching strategies in response to children's and families learning needs.

Aurora School has maintained Communities of Practice beyond our individual school through remote 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, childcare centres and kindergartens.

During 2020, due to COVID-19, much of our support has been through online formats. Our skill level in this area has increased dramatically and all staff have developed new learning and expertise in relation to working with digital media. These experiences have extended our current practices and continue to provide professional challenge and opportunities for reflection for staff and leadership of Aurora School.

	Curriculum planning and assessment	Embedding	<p>Across 2019 a clear line of sight between assessment data, observation and written curriculum, weekly programs /session planners showed steady improvement and we had expected this to continue in 2020. However 2020, the year of Covid-19, was a most unique year and staff had to change their focus and quickly adapt to an ever changing environment and develop online curriculum to meet the specific and differing needs of their children and families.</p> <p>We quickly became aware of the need to develop online Auslan resources and visual resources as children no longer had daily access to face-to-face Auslan or visuals. Staff worked collaboratively and effectively to develop resources that could be used across classes and shared with children and families. Aurora staff continually monitored and evaluated the impact of their online sessions on child and family engagement. Staff reflected within their teams, with allied health staff and the leadership team and made appropriate adjustments to optimize both learning and engagement.</p> <p>Children, families, and their individual and specific needs continue to be at the centre of curriculum planning and educational service delivery. The Leading Teachers and Learning Specialist met weekly with teams, and were available for regular catch-ups with individuals or groups as needed. This support ensured that online sessions continued to focus on VEYLDF, EYLDF, (and where appropriate AusVELS/The Victorian Curriculum, ABLES, and to support communication and language acquisition for young deaf children in line with CASLLS, CommuniCate and the Auslan Checklist.</p>
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	Evidence-based high-impact teaching strategies	Embedding	<p>As stated in our 2019 comments, the unique Bilingual Philosophy (English and Auslan) that underpins the teaching and learning environment at Aurora School is based on significant and reliable evidence.</p> <p>Despite Covid-19, Aurora School has been able to continue reviewing the Bilingual approach to communication. The Aurora School Leadership (SIT) Team has met throughout 2020 to research and then consider and discuss the existing Language and Communication Policy. The result has been the development of an agreed Language and Communication Statement. This has been shared with the staff team, school council and the school community. We will use it as a living document throughout 2021 and review again in 12 months or as part of our four year school review process.</p> <p>In 2020, Aurora School continued to be part of DET Victoria's Early Childhood Language Program enabling us to support the teaching of Auslan in the Community Kindergarten. The expertise of our staff has actively supported the development and rollout of this program across the State. Our school, through the expertise of our Leading Teacher and Auslan ES staff, continues to provide weekly Auslan classes remotely to Mooroopna North and Metung Primary Schools, and many child care centres and kindergarten's across the state. In 2021 we will also commence a pilot project with the appointment of an Auslan Teacher to oversee the teaching of Auslan in early education classrooms and the community kindergarten.</p> <p>At Aurora School we aim to apply the best available evidence to our educational decision making. In 2021</p>
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			<p>we will commence a three year project with Deakin University: Teachers Deliberating Practice, to further enhance high impact teaching strategies across Aurora. Aurora staff are also supported to participate in relevant professional learning communities and opportunities to sustain authenticity, quality and consistency of their practice.</p>
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	Evaluating impact on learning	Embedding	<p>Assessment at Aurora is an ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future learning. Documented assessment processes including: CASLLs, Communication Matrix, Auslan Checklist, Individual Learning Plans, and ABLES are in place to support and refine curriculum delivery. Whilst some adaptations were made to the number and timing of assessment processes this year due to Covid-19, assessment continued to be used to evaluate learning.</p> <p>Teachers and allied health staff are increasingly using 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 have a more consistent approach across all teaching and allied health staff in this area. In 2020, Aurora staff used feedback from observations of children and families and discussions with families, colleagues and the leadership group, to reflect on 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 this was especially important during the Covid-19 lockdowns. School leaders were also able to ensure that staff were well supported during all the change and the uncertainty. Ongoing evaluation of teachers' current practice will continue to be an emphasis in 2021 and will be used to focus professional learning and Performance and Development Plans.</p>
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<p style="text-align: center;">Professional leadership</p>	<p>Building leadership teams</p>	<p>Embedding moving towards Excelling</p>	<p>At Aurora School, staff are supported to develop their personal leadership skills.</p> <p>Collaboration between allied health staff and teaching staff is leading to improved outcomes for young children and their families.</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 and Learning Specialist actively progress this process through their support for individual staff members and professional learning teams.</p> <p>The leadership team actively contributes to the school culture of 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>
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	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 and Learning Specialists to support their competence in planning, coordination and evaluating teaching and the curriculum.</p> <p>Leading Teachers and Learning Specialists 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>This year, due to Covid-19, members of the leadership team have worked to support every staff member to build their capacity in an ever changing teaching and learning environment. Whilst there have been many challenges, there have also been many opportunities for growth and new learning. We look forward to supporting this growth in 2021.</p>
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	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 via remote learning, 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 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>
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	<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>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> <p>Through our research project with Deakin University and as part of our four year school review, we will review and refine the collective understanding of our school vision and values with a focus on what is "excellence in early childhood"?</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive climate for learning</p>	<p>Empowering students and building school pride</p>	<p>Embedding</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. Covid-19 provided the perfect platform for the enhancement of this relationship.</p> <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>School achievements are celebrated with children and families where possible and through social media (seesaw and newsletters) and in 2021 through the Compass platform as well.</p>
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	<p>Setting expectations and promoting inclusion</p>	<p>Embedding moving towards Excelling</p>	<p>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, through its interaction with families, services and the community across the state.</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 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>Psychologists and Social Workers in our teams also support staff and families in the areas of behaviour management, wellbeing and engagement where there is a significant / additional need.</p> <p>We continually strive to work through a play based approach which motivates children to engage and learn.</p> <p>We encourage staff to support the family and the child to partner in developing a learning environment that is</p>
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			positive, safe, inclusive and engaging.
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	Health and wellbeing	Embedding	<p>All aspects as outlined in 2019 have been even more important and relevant during 2020.</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 BeYou Program, introduced to Aurora in Term 4 2019, will change focus as a result of reflecting on the impact of Covid-19. In 2021 the BeYou focus for Aurora will shift to supporting staff to recognise signs of anxiety in young children and providing staff with strategies to support children and their families to manage anxiety.</p> <p>Families across both the metropolitan area and the state will once again be supported through the provision of social networking environments to enhance wellbeing and community partnerships.</p>
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	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 children 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/family support.</p> <p>Aurora staff also provide support to families who are at different stages of the grief/acceptance cycle. This means that the support and guidance provided is differentiated to meet individual family needs.</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. In 2019 the Family Partnership Model of practice was rolled out to all Early Intervention Regular Workers. This model provides an evidence informed framework for working effectively in partnership with families. Supporting fidelity of this model across the Early Intervention program through mentoring 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>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p>	<p>Building communities</p>	<p>Embedding</p>	<p>In 2020 Covid-19 has impacted on our ability to engage as easily with communities. In 2021 re-engagement with communities will be a major focus.</p> <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 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</p>

				Kindergartens to support staff to better meet the needs of babies and young children who are deaf and deaf-blind
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	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 processes for young deaf children and their families.</p> <p>Aurora school aligns 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>Aurora School is embedding sustainability practices into the whole school and currently have a 3 star sustainability rating.</p> <p>Aurora School is seen as a School of Excellence in its Bilingual Approach to teaching and learning in the early education childhood setting, the state-wide outreach programs and the community kindergarten.</p>
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	<p>Networks with schools, services and agencies</p>	<p>Embedding</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> <p>The introduction of the BeYou program in 2019, and it's continued rollout into 2020 and 2021, will further enhance staff knowledge and understanding of supports for staff, children's and families mental health.</p>
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	Parents and carers as partners	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. Covid-19 enhanced the opportunity to further strengthen staff and parent partnerships.</p> <p>The implementation of the Family Partnership Model of practice in Early Intervention has also highlighted the strength of our belief in developing authentic family partnerships.</p> <p>Auslan Classes also moved online in 2020 to ensure continued access. Provision was made for both small groups and for individual families.</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 in the 2020 AIP documentation.</p>
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Enter your reflective comments	<p>2020 at Aurora School has been a year of adaption to change and the development of new ways of working through online platforms and closer relationships with families. We have made considerable growth in implementing the 'Essential Elements' necessary to form the foundation upon which improvement is built:</p> <ol style="list-style-type: none"> 1. Documented curriculum plans, assessment and shared pedagogical approaches are evident in both written and
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	<p>conversational forms and have been adapted to an online format.</p> <p>2. The professional learning program planned for 2020 has been rolled over to 2021 and is more closely aligned with Aurora Schools identified improvement strategies.</p> <p>3. The Aurora School Leadership Team is the school improvement team that oversees and evaluates the effectiveness and impact of the AIP and has continued to meet throughout 2020.</p> <p>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. This has been especially important during 2020 and close partnerships are more evident.</p> <p>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. Children, family and staff wellbeing has been a priority in 2020.</p> <p>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.</p> <p>7. Data collection, analysis and evaluation of children's learning is a focus for 2021.</p> <p>8. As a unique Designated 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 (see AIP evidence)</p>
<p>Considerations for 2021</p>	<p>In 2021 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"> - data collection, analysis and evaluation of children's learning, - enhancement of our professional learning communities - further development of shared pedagogical approaches to children's teaching and learning - implementation of high impact teaching strategies through the Deakin University Project: Teachers Deliberating Practice - enhancing our Bilingual Program through designated Auslan Teacher leadership position - embed the Family Partnerships Model as the guide for working together with families - professional learning to be considered in 2021 will include: VEYLDF, Learning Language and Loving It (Hanen), BeYou and Auslan
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Building practice excellence	Learning, catch-up and extension priority: Link directly to existing Goal 2 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. Create specialised Auslan Teacher Position to support all children's Auslan
Key Improvement Strategy 1.b Building communities	Happy, active and healthy kids priority: Deakin University Research Project: Teachers Deliberating Practice
Key Improvement Strategy 1.c Setting expectations and promoting inclusion	Connected schools priority: Link directly to existing Goal 3 to 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.
Goal 2	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.
Target 2.1	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, Early ABLES, ABLES, MPAPG).
Target 2.2	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

	<p>Parents goals and priorities CASLLS, Auslan Checklist, Communication Matrix, Infant Monitor of Vocal Production (IMP), Early ABLEs and ABLES</p>
Target 2.3	<p>Research during 2018 and 2019 has established that CASLLS will be used as the framework curriculum for developing communication, language and early literacy for young deaf children at Aurora. In 2020 we developed the Aurora School Language and Communication Statement. This statement explains the Bilingual Approach adopted by Aurora School. This approach uses both Auslan and English to teach young Deaf and Hard of Hearing (D/HH) children.</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	KIS 2.1: Continue to build the whole school culture of accountability and feedback
Key Improvement Strategy 2.b Curriculum planning and assessment	KIS 2.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.
Key Improvement Strategy 2.c Building practice excellence	KIS 2.3: Develop and document a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children
Goal 3	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.
Target 3.1	<p>BeYou Program introduced in 2019 to support staff, children's and families further engagement and wellbeing. In 2021 BeYou Focus will support staff to identify anxiety in young D/HH children and support their specific needs. Parent Opinion Survey will maintain current levels. By 2021 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.</p>
Target 3.2	<p>Aurora Transition manual for all staff developed by end of 2021. Transition documentation provided to 100% of enrolling schools (develop audit process). Transition checklist developed and indicates high fidelity of service across Aurora (completed annually).</p>

	Internal transition processes are clear and well documented by end of 2021. Parent Opinion Survey & EI Family Outcomes Survey & EE and EI Exit Surveys indicate high level of satisfaction with Transition Process.
Target 3.3	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.
Target 3.4	Quality Improvement processes developed and implemented (FISO, EI, QIP) - undertake review of current documentation and processes and establish implementation framework.
Key Improvement Strategy 3.a Building practice excellence	3.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	3.2 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.
Key Improvement Strategy 3.c Building communities	3.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.
Key Improvement Strategy 3.d Setting expectations and promoting inclusion	3.4 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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Meet 2021 DET Priorities: Support children most affected by impact of Covid-19 Support children's & families mental health especially through outdoor activities, getting active and getting creative Continue to build and embed strong connections with families and the community</p>
<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>	Yes	<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, Early ABLES, ABLES, MPAPG).</p>	<p>CASLLS/eCASLLS 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. Designated Auslan Teacher appointed in 2021 to overview Auslan Program, support Auslan staff, develop fidelity of Auslan teaching and review children's progress. Documentation developed to clearly monitor progress. Continue exit summary data collection of</p>

			children's development across their time at Aurora.
		<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), Early ABLEs and ABLES</p>	Three Year Deakin University Research Project commences in 2021, 'Teachers Deliberating Practice' to enhance staff understanding and implementation of the VEYLDF and Early Years and D/HH Best Practice.
		<p>Research during 2018 and 2019 has established that CASLLS will be used as the framework curriculum for developing communication, language and early literacy for young deaf children at Aurora. In 2020 we developed the Aurora School Language and Communication Statement. This statement explains the Bilingual Approach adopted by Aurora School. This approach uses both Auslan and English to teach young Deaf and Hard of Hearing (D/HH) children.</p>	<p>Leadership (SIT) Team to continue to be alert to current evidence informed best practice. Share and monitor implementation of Aurora School Language and Communication Statement with all staff, families, and the wider school community. Implement and support wider usage of eCASLLS across Aurora.</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.	Yes	<p>BeYou Program introduced in 2019 to support staff, children's and families further engagement and wellbeing. In 2021 BeYou Focus will support staff to identify anxiety in young D/HH children and support their specific needs. Parent Opinion Survey will maintain current levels. By 2021 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.</p>	<p>BeYou Program in conjunction with Respectful Relations will focus on anxiety in young D/HH children. Continue to monitor Parent Opinion Surveys and enrolment data. Continue to 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 2021. 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 2021. Parent Opinion Survey & EI Family Outcomes Survey & EE and EI Exit Surveys indicate high level of satisfaction with Transition Process.</p>	<p>Monitor implementation of all new transition documentation and processes related to both internal and external transitions.</p>
		<p>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.</p>	<p>Monitor Staff and Parent Opinion Surveys Design company engaged Consultation with all members of the school community 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 Literacy and Numeracy Coordinators appointed EI Quality Improvement processes developed Family Partnership Model and Supervision embedded in EI Kindergarten QIP completed</p>

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Meet 2021 DET Priorities: Support children most affected by impact of Covid-19 Support children's & families mental health especially through outdoor activities, getting active and getting creative Continue to build and embed strong connections with families and the community</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Learning, catch-up and extension priority: Link directly to existing Goal 2 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. Create specialised Auslan Teacher Position to support all children's Auslan	Yes
KIS 2 Building communities	Happy, active and healthy kids priority: Deakin University Research Project: Teachers Deliberating Practice	Yes
KIS 3 Setting expectations and promoting inclusion	Connected schools priority: Link directly to existing Goal 3 to 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.	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 2021.	
Goal 2	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.	
12 Month Target 2.1	CASLLS/eCASLLS 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. Designated Auslan Teacher appointed in 2021 to overview Auslan Program, support Auslan staff, develop fidelity of Auslan teaching and review children's progress.	

	Documentation developed to clearly monitor progress. Continue exit summary data collection of children's development across their time at Aurora.	
12 Month Target 2.2	Three Year Deakin University Research Project commences in 2021, 'Teachers Deliberating Practice' to enhance staff understanding and implementation of the VEYLDF and Early Years and D/HH Best Practice.	
12 Month Target 2.3	Leadership (SIT) Team to continue to be alert to current evidence informed best practice. Share and monitor implementation of Aurora School Language and Communication Statement with all staff, families, and the wider school community. Implement and support wider usage of eCASLLS across Aurora.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	KIS 2.1: Continue to build the whole school culture of accountability and feedback	Yes
KIS 2 Curriculum planning and assessment	KIS 2.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.	Yes
KIS 3 Building practice excellence	KIS 2.3: 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.	Links directly with DET 2021 Priorities Goal: KIS 1.a Learning, catch-up and extension priority: 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. Create specialised Auslan Teacher Position to support all children's Auslan development across the EE and CK program.	
Goal 3	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.	
12 Month Target 3.1	BeYou Program in conjunction with Respectful Relations will focus on anxiety in young D/HH children.	

	Continue to monitor Parent Opinion Surveys and enrolment data. Continue to document Aurora School Inclusive Practices and steps taken to further develop fidelity of service.	
12 Month Target 3.2	Monitor implementation of all new transition documentation and processes related to both internal and external transitions.	
12 Month Target 3.3	Monitor Staff and Parent Opinion Surveys Design company engaged Consultation with all members of the school community Document Aurora staff involvement in wider community	
12 Month Target 3.4	Monitor and evidence FISO improvements Literacy and Numeracy Coordinators appointed EI Quality Improvement processes developed Family Partnership Model and Supervision embedded in EI Kindergarten QIP completed	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	3.1 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
KIS 2 Setting expectations and promoting inclusion	3.2 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
KIS 3 Building communities	3.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.	Yes
KIS 4 Setting expectations and promoting inclusion	3.4 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.

Links directly with DET 2021 Priorities Goal: KIS 1c Connected schools priority:
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.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Meet 2021 DET Priorities: Support children most affected by impact of Covid-19 Support children's & families mental health especially through outdoor activities, getting active and getting creative Continue to build and embed strong connections with families and the community
KIS 1 Building practice excellence	Learning, catch-up and extension priority: Link directly to existing Goal 2 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. Create specialised Auslan Teacher Position to support all children's Auslan
Actions	Link to KIS 2a 2021 Designated Auslan Teacher appointed in 2021 to overview Auslan Program, support Auslan staff, develop fidelity of Auslan teaching and review children's progress. This appointment will actively support those children most affected by the impact of Covid-19.
Outcomes	Children and Families will: <ul style="list-style-type: none"> • be supported to understand the range of assessment tools used to support their child's progress Teachers, Allied Health and Education Support staff will: <ul style="list-style-type: none"> • use assessment tools and data: CASLLS/eCASLLS, Auslan Checklist, ASMAG (Aurora School Mapping Against Goals) etc., to plan goals, differentiate learning and report to families School Leaders will: <ul style="list-style-type: none"> • meet regularly with staff to provide support and monitor completion of assessment tools • review and evaluate the effectiveness of current assessment practices
Success Indicators	Documentation completed to clearly monitor progress - Auslan Checklist completed six monthly Assessment outcomes evidenced in planning and reporting and ASMAG 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 (Auslan Checklist) at six and twelve months	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Education Support <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
KIS 2 Building communities	Happy, active and healthy kids priority: Deakin University Research Project: Teachers Deliberating Practice			
Actions	Link to KIS 2b 2021 Professional Learning focus for 2021 is on VEYLDF and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days. This will continue to develop teacher practice and continue to build and embed strong connections with families and the community.			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • understand their child's progress and be able to articulate what they need to learn next <p>Teachers, Allied Health and Education Support staff will:</p> <ul style="list-style-type: none"> • 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 in line with VEYLDF and current Early Childhood Best Practice • curriculum plans and weekly plans / session planners indicate learning intentions relevant to assessment data, observations and child readiness in line with VEYLDF and current Early Childhood Best Practice <p>School Leaders will:</p> <ul style="list-style-type: none"> • provide and document in class mentoring/coaching and provide and document regular meetings with staff which provide support 			

	and feedback on practice <ul style="list-style-type: none"> • provide additional professional learning and development to further support focused teaching and learning intentions with particular emphasis on communication, language and early literacy • record, review and evaluate the effectiveness of current assessment tools and documentation 			
Success Indicators	Through the Deakin University Research Project Workshops One and Two staff will: <ul style="list-style-type: none"> * identify, reflect on and build knowledge related to communication, language and play, and the intersections between these * build knowledge of teachers'/professionals roles and talk patterns when implementing a play-based approach to learning 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning focus for 2021 is on VEYLDF and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,179.60 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Connected schools priority: Link directly to existing Goal 3 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.			
Actions	Link to KIS 3a 2021 Wellbeing Team to develop presentation for staff on anxiety: "How educators can identify and respond to anxiety in DHH children." This would include general signs and symptoms of anxiety, types of anxiety, how anxiety may look for a DHH child, strategies for the classroom, when to ask for additional support.			
Outcomes	Children and Families will: <ul style="list-style-type: none"> • contribute to shape the curriculum and learning activities, through partnership with teachers and allied health to set goals and reflect on the wellbeing and learning progress Teachers, Allied Health and Education Support Staff will: <ul style="list-style-type: none"> • incorporate focused and differentiated feedback to support the wellbeing, progress and achievement of every child • develop a deep knowledge of the curriculum and children's progress and achievement, through use of high-quality Common 			

	<p>Assessment Tools, targeted feedback and rigorous moderation processes</p> <p>Leaders will:</p> <ul style="list-style-type: none"> * support rollout of BeYou and Respectful Relations • ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams • facilitate regular evaluation of the impact of current strategies in relation to improving awareness of anxiety in young D/HH children and implementation of appropriate learning and teaching strategies • facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement 			
Success Indicators	<p>Progress in relation to BeYou and Respectful Relations documented</p> <p>IEP's and ILPS demonstrate reflection of goals on wellbeing and learning activities. All staff will use appropriate data to inform their practice</p> <p>CoP documentation demonstrate implementation of common assessment tools, targeted feedback and moderation processes</p> <p>Opportunities for collaboration in diverse teams is timetabled and documented</p> <p>Children, families and staff will work together in a collaborative partnership designed to facilitate children's wellbeing, learning and development</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing Team to develop presentation for staff on anxiety: "How educators can identify and respond to anxiety in DHH children." This would include general signs and symptoms of anxiety, types of anxiety, how anxiety may look for a DHH child, strategies for the classroom, when to ask for additional support.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	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.			
12 Month Target 2.1	<p>CASLLS/eCASLLS completed and entered on to data base six monthly for all appropriate children.</p> <p>Communication Matrix completed and recorded for all children where CASLLS unable to monitor growth.</p> <p>Auslan Checklist completed six monthly for all appropriate children.</p> <p>Designated Auslan Teacher appointed in 2021 to overview Auslan Program, support Auslan staff, develop fidelity of Auslan teaching and review children's progress.</p> <p>Documentation developed to clearly monitor progress.</p> <p>Continue exit summary data collection of children's development across their time at Aurora.</p>			

12 Month Target 2.2	Three Year Deakin University Research Project commences in 2021, 'Teachers Deliberating Practice' to enhance staff understanding and implementation of the VEYLDF and Early Years and D/HH Best Practice.			
12 Month Target 2.3	Leadership (SIT) Team to continue to be alert to current evidence informed best practice. Share and monitor implementation of Aurora School Language and Communication Statement with all staff, families, and the wider school community. Implement and support wider usage of eCASLLS across Aurora.			
KIS 1 Curriculum planning and assessment	KIS 2.1: Continue to build the whole school culture of accountability and feedback			
Actions	Assessment schedule clearly defined, documented and implemented CASLLS/eCASLLS (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			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • be supported to understand the range of assessment tools used to support their child's progress <p>Teachers, Allied Health and Education Support staff will:</p> <ul style="list-style-type: none"> • use assessment tools and data: CASLLS/eCASLLS, Auslan Checklist, ASMAG (Aurora School Mapping Against Goals) etc., to plan goals, differentiate learning and report to families <p>School Leaders will:</p> <ul style="list-style-type: none"> • meet regularly with staff to provide support and monitor completion of assessment tools • review and evaluate the effectiveness of current assessment tools 			
Success Indicators	Assessment outcomes evidenced in planning and reporting and ASMAG 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/ eCASLLS, Auslan Checklist, etc) at six and twelve months	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Clear line of sight evidenced between Assessment Tools and planning documentation (Weekly Plans / Session Planners/ASMAG) Clear line of sight evidenced between therapy recommendations and classroom / family home routine implementation	<input checked="" type="checkbox"/> Allied Health <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 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will use assessment tool evidence when reporting to families 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 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 School Leaders review and evaluate the effectiveness of current assessment tools and use data to evidence learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	KIS 2.2: Continue to build on the whole school approach to data collection and evidence based practice to further inform teaching and learning.			
Actions	VEYLDF and Early Years Best Practice will be evidenced through: * Assessment schedule - clearly defined, documented and implemented * Assessment tools and data - used to develop explicit teaching and learning			

	<ul style="list-style-type: none"> * Curriculum plans and weekly plans/session planners - evidence clear line of sight from assessment and observational data * Peer observations 			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • understand their child's progress and be able to articulate what they need to learn next <p>Teachers, Allied Health and Education Support staff will:</p> <ul style="list-style-type: none"> • 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 in line with VEYLDF and current Early Childhood Best Practice • curriculum plans and weekly plans / session planners indicate learning intentions relevant to assessment data, observations and child readiness in line with VEYLDF and current Early Childhood Best Practice <p>School Leaders will:</p> <ul style="list-style-type: none"> • provide and document in class mentoring/coaching and provide and document regular meetings with staff which provide support and feedback on practice • provide additional professional learning and development to further support focused teaching and learning intentions with particular emphasis on communication, language and early literacy • record, review and evaluate the effectiveness of current assessment tools and documentation 			
Success Indicators	<p>Professional learning focuses on VEYLDF and Early Years best practice, and HITS in the early years Curriculum plans, weekly plans and assessment data aligned in all documents and reflect deep understanding of VEYLDF and Early Years practice</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning focus for 2021 is on VEYLDF and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Planning documentation (Weekly Plans / Session Planners) indicate learning intentions directly related to assessment data and observations. This is clearly aligned with the VEYLDF Framework and Early Years 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

<p>Planning documentation (Weekly Plans / Session Planners) demonstrate the scaffolding of childrens learning and development particularly in communication, language, and early literacy</p>	<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
<p>Team Leaders meet regularly with staff to provide support, coaching and mentoring with particular emphasis on early years best practice in classrooms, APT, planned meetings and professional learning days</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Peer observations, coaching and reflections support staff development and understanding of early years best practice</p>	<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
KIS 3 Building practice excellence	KIS 2.3: Develop and document a whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children			
Actions	<p>Following our planned systematic research, CASLLS has been adopted as the instructional model for the teaching of communication, language and early literacy for young deaf children at Aurora. In 2021 staff will be supported to use the digital version of CASLLS, the eCASLLS.</p> <p>Continue to develop a shared understanding of evidence informed best practice teaching and learning strategies to support communication, language and early literacy for young deaf children</p>			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • share an understanding of current best practice in teaching and learning strategies for young deaf children <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> * use the CASLLS as the foundation document to support and monitor communication, language and early literacy for young deaf children • develop a shared understanding of current best practice of teaching and learning strategies for young deaf children • new learnings are incorporated in curriculum plans, weekly planning/session plan documentation 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> • support and facilitate the development of a consistent instructional framework for communication, language and early literacy for young deaf children • facilitate targeted professional learning in communication, language and early literacy for young deaf children to build teacher capacity 			
Success Indicators	<p>CASLLS/eCASLLS will be evidenced in all documentation and used as the assessment and development model for communication, language and early literacy for young deaf children at Aurora. The whole school community will reflect on and review the new Aurora School Language and Communication Statement. Professional learning targeting communication, language and early literacy for young deaf children will be documented 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 focus on the effective implementation of CASLLS as the whole school systematic Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children	<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
Researcher / practitioner to continue to report to the Working Party on current evidence informed best practice in communication, language and early literacy learning for young deaf children	<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
Early Childhood Framework of Communication, Language and Early Literacy for Young Deaf Children Professional Learning planned and implemented for all staff through team meetings by Leading Teachers and Learning Specialists with emphasis on a bilingual communication model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	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.			

12 Month Target 3.1	BeYou Program in conjunction with Respectful Relations will focus on anxiety in young D/HH children. Continue to monitor Parent Opinion Surveys and enrolment data. Continue to document Aurora School Inclusive Practices and steps taken to further develop fidelity of service.
12 Month Target 3.2	Monitor implementation of all new transition documentation and processes related to both internal and external transitions.
12 Month Target 3.3	Monitor Staff and Parent Opinion Surveys Design company engaged Consultation with all members of the school community Document Aurora staff involvement in wider community
12 Month Target 3.4	Monitor and evidence FISO improvements Literacy and Numeracy Coordinators appointed EI Quality Improvement processes developed Family Partnership Model and Supervision embedded in EI Kindergarten QIP completed
KIS 1 Building practice excellence	3.1 Continue to build a whole school culture of inclusive education in which we meet the communication, language and early literacy needs of all children
Actions	BeYou Program in conjunction with Respectful Relations focus on identifying and supporting anxiety in young D/HH children. Continue to monitor Parent Opinion Surveys and enrolment data. Continue to document Aurora School Inclusive Practices and steps taken to further develop fidelity of service
Outcomes	Children and Families will: <ul style="list-style-type: none"> • contribute to shape the curriculum and learning activities, through partnership with teachers and allied health to set goals and reflect on the learning progress and provide regular feedback Teachers, Allied Health and Education Support Staff will: <ul style="list-style-type: none"> • incorporate focused and differentiated feedback to support the progress and achievement of every child • 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 Leaders will: <ul style="list-style-type: none"> * support rollout of BeYou and Respectful Relations • ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams

	<ul style="list-style-type: none"> • model effective feedback processes and facilitate multiple opportunities for regular feedback throughout the school • facilitate regular evaluation of the impact of current strategies in relation to improving student learning and the quality of teaching • facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement 			
Success Indicators	<p>Progress in relation to BeYou and Respectful Relations documented IEP's and ILPS demonstrate reflection of goals on learning activities. All staff will use appropriate data to inform their practice CoP documentation demonstrate implementation of common assessment tools, targeted feedback and moderation processes Opportunities for collaboration in diverse teams is timetabled and documented Children, families and staff will work together in a collaborative partnership designed to facilitate learning and development</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Wellbeing Team to develop presentation for staff on anxiety: "How educators can identify and respond to anxiety in DHH children." This would include general signs and symptoms of anxiety, types of anxiety, how anxiety may look for a DHH child, strategies for the classroom, when to ask for additional support.	<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 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 checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(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 Provide leading teachers / team leaders with adequate time, including time and opportunities for professional learning to build	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

their capacity to lead teams effectively, including using an evidence-based cycle of curriculum planning and evaluation				<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
KIS 2 Setting expectations and promoting inclusion	3.2 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.			
Actions	Continue to 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			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • understand the transition process and what steps need to be taken to enable an effective transition for their child • partner with Aurora School staff to ensure an effective transition • provide feedback and reflection on the effectiveness of the transition process <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> • share an understanding of best practice in relation to the transition process • provide fidelity of service when implementing the transition process • work in partnership with children and families to ensure an effective transition for each child • provided feedback and reflection on the effectiveness of the transition process <p>Leaders will:</p>			

	<ul style="list-style-type: none"> • develop a consistent transition process for all transitions both internally and externally • facilitate targeted professional learning in the rollout of the transition process • establish networks / communities of practice to support effective transition processes 			
Success Indicators	<p>Consistent Transition processes, both internal and external, will be clearly documented and followed. Further evaluation of these process will take place in 2021. Observation walks in action, documentation and review available to management team Analysis of accumulated survey data indicates a positive trajectory</p>			
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 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. Collate and analyse data over three years	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" 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
KIS 3 Building communities	3.3 Continue to enhance recognition of Aurora School and the Aurora School profile from within the school and through the wider community.			
Actions	Establish a whole school communication strategy that clearly articulates to all levels of the community the school vision, values and goals			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • understand the school vision, values and goals • readily recognise Aurora School and the Aurora School profile <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> • articulate, and implement the school vision, values and goals • be active members of networks and communities of practice <p>Leaders will:</p> <ul style="list-style-type: none"> • model the school vision, values and goals • seek feedback and reflection on the rebranding process from all members of the school community • be active members of networks and communities of practice 			
Success Indicators	<p>Children, staff and families can articulate the schools vision, values and goals and these are published on the school newsletter and website</p> <p>Aurora School will complete the redesign process by the end of 2021, 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
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	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Employ design company to work with the Leadership Team to enhance Aurora School profile. The aim is to ensure a consistent 'voice' across the whole school	<input checked="" type="checkbox"/> All Staff <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
Establish feedback mechanisms to monitor the redesign 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 engagement 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
KIS 4 Setting expectations and promoting inclusion	3.4 Formalise a process of quality improvement in line with national and international best practice principles.			
Actions	Establish a whole school quality improvement strategy and culture			
Outcomes	<p>Children and Families will:</p> <ul style="list-style-type: none"> • recognize that Aurora School has quality improvement processes in place in line with national and international best practice <p>Teachers, Allied Health and Education Support Staff will:</p> <ul style="list-style-type: none"> • support, reflect on and implement the quality improvement practices related to their specific quality improvement framework (FISO, EI QI, Kgtn QIP) <p>Leaders will:</p> <ul style="list-style-type: none"> • develop and implement quality improvement frameworks 			

	<ul style="list-style-type: none"> • seek feedback and reflection on the quality of service provision provided by Aurora School from the school and wider Aurora community • be alert to current national and international research and best practice (including ICED Conference 2021) * EI leaders will embed Family Partnership Model through Team Meetings, Supervision and updating of documentation 			
Success Indicators	<p>Literacy and Numeracy Coordinators appointed and established in their roles 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. Attendance at national and international conferences as appropriate Family Partnership Model evidenced throughout EI practices, dialogue and documentation</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify and support implementation of 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
Identify 'key' staff members to lead the quality improvement process for each area including Literacy and Numeracy Coordinators 'Key' QI staff members supported through coaching, mentoring and professional learning. '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 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
Family Partnership Model implementation discussions agended for Team Meetings. Family Partnership Model Supervision sessions on team calendars. Identify staff who have not undertaken FPM training and plan for this to take place across the next 2 years.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support staff to participate in and attend ICED (International Congress on the Education of the Deaf) 2021, Brisbane	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,179.60	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$8,179.60	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning focus for 2021 is on VEYLDF and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days.	from: Term 1 to: Term 4		\$8,179.60	
Professional Learning focus for 2021 is on VEYLDF and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days.	from: Term 1 to: Term 4		\$0.00	
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. Collate and analyse data over three years	from: Term 1 to: Term 4		\$0.00	
Totals			\$8,179.60	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning focus for 2021 is on VEYLD and Early Years and D/HH current best practice. Three Year Deakin University Research Project "Teachers Deliberating Practice" will commence in 2021. This will take place in classrooms, APT, planned meetings and professional learning days.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Deakin University Project Team <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Wellbeing Team to develop presentation for staff on anxiety: "How educators can identify and respond to anxiety in DHH children." This would include general signs and symptoms of anxiety, types of anxiety, how anxiety may look for a DHH child, strategies for the classroom, when to ask for additional support.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Team Leaders meet regularly with staff to provide support, coaching and mentoring Provide leading teachers /	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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

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"/> Individualised Reflection		<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
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	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Family Partnership Model implementation discussions agended for Team Meetings. Family Partnership Model Supervision sessions on team calendars. Identify staff who have not undertaken FPM training and plan for this to take place across the next 2 years.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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 Family Partnership Professional Learning	<input checked="" type="checkbox"/> On-site
Support staff to participate in and attend ICED (International Congress on the Education of the Deaf) 2021, Brisbane	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site ICED Brisbane