

2023 Annual Implementation Plan

for improving student outcomes

Numurkah Secondary College (8190)



Submitted for review by Cate Eddy (School Principal) on 16 January, 2023 at 01:08 PM
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 24 January, 2023 at 04:58 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	
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	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		2022 has seen a focus on development of curriculum to reflect the Victorian curriculum and set live reporting in place. This has led to a heavier focus on teaching and learning and assessment across the school. Attendance has continued to be a concern, some still linked to COVID and policy around this. Clear processes in place to address this and while the improvement has not been significant there is more engagement of families/carers around this. New leadership team has led to some work being delayed.

Considerations for 2023	<p>Developing staff buy in to the AIP is important. All staff being involved in more formal wellbeing work with homegroup being given time in teaching face-to-face and clearer expectations. Setting time aside for staff to meet in teams and plan the use of the resilience project curriculum and adapt this for year level groups. With a large number of new staff coming to the school it is an opportunity to establish the classroom expectations and build consistency from the beginning of the year. In improving numeracy level we need to look at taking this across curriculum and support all staff to build their capacity to include numeracy work in their classes. Access to MS Wellbeing days will be prioritised for the Wellbeing leadership as well as ensuring our Numeracy leadership are in attendance at the MS COP Numeracy discussions lead by Danny Hyndman. Our initial curriculum days will be focused on the positive classroom and wellbeing priority with David Vinegrad leading this work for us on February 23rd.</p>
Documents that support this plan	<p>Induction intro.pptx (15.04 MB) PAT growth charts 2022.docx (0.36 MB) PAT Instructions.docx (1.15 MB)</p>

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve the learning growth of all students.
Target 2.1	By 2023, the student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"> · Effective teaching time; · Differentiated learning challenge; · Stimulated learning; · High expectations for success.
Target 2.2	NAPLAN, or similar benchmarking data, demonstrates that by 2023: <ul style="list-style-type: none"> • More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9;

	<ul style="list-style-type: none"> • More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for numeracy from Year 7 to Year 9.
Target 2.3	The mean study score for all VCE studies is above 28.0 by 2022 .
Target 2.4	<p>SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to:</p> <ul style="list-style-type: none"> • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice; • Understand how to analyse data.
Key Improvement Strategy 2.a Evaluating impact on learning	Strengthen the data literacy and assessment skills of all teachers.
Key Improvement Strategy 2.b Instructional and shared leadership	Create professional learning communities with a focus on inquiry and improvement in key initiatives.
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop an agreed staff culture of consistency and accountability in professional practice

Goal 3	To improve student engagement and responsibility for learning.
Target 3.1	<p>By 2023 AToSS data shows >75 per cent positive endorsement for Years 7–12 students in:</p> <ul style="list-style-type: none"> • Sense of confidence; • Motivation and interest; • Self-regulation and goal setting; • Student voice and agency.
Target 3.2	<p>SSS data in 2023 shows >75 per cent positive endorsement for Principal/Teacher to:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals; • Believe student engagement is key to learning; • Use student feedback to improve practice.
Target 3.3	Student absence rate is less than 16 days/student by 2023.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop an understanding of the importance of active student engagement in learning and its impact on attendance.
Key Improvement Strategy 3.b	Expand student voice and agency within their learning and across the college.

Empowering students and building school pride	
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher capacity to conduct stimulating classes that engage and challenge all students.
Goal 4	To create a positive, safe and inclusive learning environment for all students.
Target 4.1	<p>By 2023 the AToSS data shows >75 per cent positive endorsement for Years 7–12 students in:</p> <ul style="list-style-type: none"> • Advocate at school; • Sense of connectedness; • Resilience; • Teacher concern.
Target 4.2	<p>POS data in 2023 has >50 per cent positive endorsement in:</p> <ul style="list-style-type: none"> • Teacher communication; • Managing bullying; • Confidence and resiliency skills; • Promoting positive behaviour.
Target 4.3	SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to:

	<ul style="list-style-type: none"> • Trust in students and parents (XX% 2019); • Teacher collaboration (XX% 2019); • Support growth and learning of whole student (XX% 2019).
Key Improvement Strategy 4.a Health and wellbeing	Refine and embed a whole college approach to positive and respectful behaviours.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Strengthen the understanding, ownership, and capacity of staff to build the resilience and positive social and emotional wellbeing of students.
Key Improvement Strategy 4.c Parents and carers as partners	Create greater opportunities for parent involvement in the college and build stronger community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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.	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>Learning:- By 2023, the student AToSS data shows >65 per cent positive endorsement for Years 7–12 students in: Effective teaching time; Differentiated learning challenge; Stimulated learning; High expectations for success.NAPLAN, or similar benchmarking data, demonstrates that by 2023: More than 67% are at, or above, benchmark growth for reading from Year 7 to Year 9; More than 64% are at, or above, benchmark growth for writing from Year 7 to Year 9; More than 60% are at, or above, benchmark growth for numeracy from Year 7 to Year 9.Wellbeing:- By 2023 the AToSS data shows improvement in per cent positive endorsement for Years 7–12 students to: >72% for Advocate at school; >50% for Sense of connectedness; >61% Resilience; >50% Teacher concern.- POS data in 2023 has a per cent positive endorsement in: 60% for Teacher communication; 70% for Confidence and resiliency skills; 70% Promoting positive behaviour.-SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to: Trust in students and parents (32% 2019); Teacher collaboration</p>

			38% 2019); • Support growth and learning of whole student (56% 2019).
To improve the learning growth of all students.	No	By 2023, the student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"> • Effective teaching time; • Differentiated learning challenge; • Stimulated learning; • High expectations for success. 	
		NAPLAN, or similar benchmarking data, demonstrates that by 2023: <ul style="list-style-type: none"> • More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for numeracy from Year 7 to Year 9. 	
		The mean study score for all VCE studies is above 28.0 by 2022 .	
		SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: <ul style="list-style-type: none"> • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice; • Understand how to analyse data. 	

To improve student engagement and responsibility for learning.	No	By 2023 AToSS data shows >75 per cent positive endorsement for Years 7–12 students in:	
		<ul style="list-style-type: none"> • Sense of confidence; • Motivation and interest; • Self-regulation and goal setting; • Student voice and agency. 	
		SSS data in 2023 shows >75 per cent positive endorsement for Principal/Teacher to:	
		<ul style="list-style-type: none"> • Promote student ownership of learning goals; • Believe student engagement is key to learning; • Use student feedback to improve practice. 	
		Student absence rate is less than 16 days/student by 2023.	
To create a positive, safe and inclusive learning environment for all students.	No	By 2023 the AToSS data shows >75 per cent positive endorsement for Years 7–12 students in:	
		<ul style="list-style-type: none"> • Advocate at school; • Sense of connectedness; • Resilience; • Teacher concern. 	
		POS data in 2023 has >50 per cent positive endorsement in:	
		<ul style="list-style-type: none"> • Teacher communication; • Managing bullying; • Confidence and resiliency skills; • Promoting positive behaviour. 	

		<p>SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to:</p> <ul style="list-style-type: none"> • Trust in students and parents (XX% 2019); • Teacher collaboration (XX% 2019); • Support growth and learning of whole student (XX% 2019). 	
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Goal 1	<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>
12 Month Target 1.1	<p>Learning:</p> <ul style="list-style-type: none"> - By 2023, the student AToSS data shows >65 per cent positive endorsement for Years 7–12 students in: • Effective teaching time; • Differentiated learning challenge; • Stimulated learning; • High expectations for success. <p>NAPLAN, or similar benchmarking data, demonstrates that by 2023:</p> <ul style="list-style-type: none"> • More than 67% are at, or above, benchmark growth for reading from Year 7 to Year 9; • More than 64% are at, or above, benchmark growth for writing from Year 7 to Year 9; • More than 60% are at, or above, benchmark growth for numeracy from Year 7 to Year 9. <p>Wellbeing:</p> <ul style="list-style-type: none"> - By 2023 the AToSS data shows improvement in per cent positive endorsement for Years 7–12 students to: >72% for Advocate at school; >50% for Sense of connectedness; >61% Resilience;

	<p>>50% Teacher concern.</p> <ul style="list-style-type: none"> - POS data in 2023 has a per cent positive endorsement in: <ul style="list-style-type: none"> • 60% for Teacher communication; • 70% for Confidence and resiliency skills; • 70% Promoting positive behaviour. -SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to: <ul style="list-style-type: none"> • Trust in students and parents (32% 2019); • Teacher collaboration 38% 2019); • Support growth and learning of whole student (56% 2019). 	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Define Actions, Outcomes 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	<p>Learning:</p> <ul style="list-style-type: none"> - By 2023, the student AToSS data shows >65 per cent positive endorsement for Years 7–12 students in: <ul style="list-style-type: none"> • Effective teaching time; • Differentiated learning challenge; • Stimulated learning; • High expectations for success. <p>NAPLAN, or similar benchmarking data, demonstrates that by 2023:</p> <ul style="list-style-type: none"> • More than 67% are at, or above, benchmark growth for reading from Year 7 to Year 9; • More than 64% are at, or above, benchmark growth for writing from Year 7 to Year 9; • More than 60% are at, or above, benchmark growth for numeracy from Year 7 to Year 9. <p>Wellbeing:</p> <ul style="list-style-type: none"> - By 2023 the AToSS data shows improvement in per cent positive endorsement for Years 7–12 students to: <ul style="list-style-type: none"> >72% for Advocate at school; >50% for Sense of connectedness; >61% Resilience; >50% Teacher concern. - POS data in 2023 has a per cent positive endorsement in: <ul style="list-style-type: none"> • 60% for Teacher communication; • 70% for Confidence and resiliency skills; • 70% Promoting positive behaviour.

	<p>-SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to:</p> <ul style="list-style-type: none"> • Trust in students and parents (32% 2019); • Teacher collaboration 38% 2019); • Support growth and learning of whole student (56% 2019).
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	<p>Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs.</p> <p>Engagement in the Project 23 Initiative to improve Middle Years Numeracy.</p> <p>Establish PLC (KLA) structures to support teacher collaboration and strengthen teaching practice</p> <p>Build staff capacity to embed the use of data walls and compass pulse to inform targeted planning</p>
Outcomes	<p>* Leaders will:</p> <ul style="list-style-type: none"> - (with teachers) will establish intervention/small group tutoring programs - Provide and enable support structures and professional learning as needed. <p>*Teachers will:</p> <ul style="list-style-type: none"> - PLC (KLA) will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - confidently and accurately identify student learning needs of students - provide regular feedback and monitor student progress using data walls <p>*Students:</p> <ul style="list-style-type: none"> - will experience success and celebrate the acquisition of knowledge - will report higher levels of confidence with numeracy skills - will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> * AtoSS, POS, SSS * NAPLAN

	<ul style="list-style-type: none"> * PAT testing * Teacher judgement * Data walls * Funding for the Tutor Learning Initiative is fully utilised with student growth and achievement data will evidence that. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
TLI focus in Year 9 Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Yr 7 student cohort (normally divided into two) will timetable additional teacher in Year 7 Maths classes to support differentiated	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Year 8 - targeted groups to receive intensive Literacy and Numeracy small group support through TLI.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Timetable Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$105,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage area PLC support - Carolyn Crowther.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish common data walls for Literacy and Numeracy to be used in PLC/KLA and individual classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> KLA Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement PLC Sprints		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	*Continue to develop and implement programs and structures to support the explicit teaching of social and emotional health and wellbeing for students *Establish student focus groups (Amplify) to promote student voice and seek feedback on the promotion of wellbeing and positive mental health *Embed a tiered social regulation / engagement model, Schoolwide Positive Behaviour Support (SWPBS) framework *Build staff capacity to implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation				

	*Define roles and update processes for collaboration between the various tiers of the Engagement and Wellbeing structure of the College to ensure all concerns about student mental health are recorded and addressed			
Outcomes	<p>Leadership will</p> <ul style="list-style-type: none"> * Create the framework and engage professional learning around the roles and processes for Engagement and Wellbeing at the College. <p>Teachers will:</p> <ul style="list-style-type: none"> * incorporate Resilience Project, SWPBS, Restorative Practice and trauma informed practices in classes and in planning units of work * Homegroup teachers will communicate regularly with families. * implement a range of interventions in their classroom to support student engagement and wellbeing * integrate social-emotional learning via the Social & Personal Development curriculum into school practice, policies and programs. <p>All Staff will identify At-risk students and refer for targeted support in a timely manner</p> <p>Students will:</p> <ul style="list-style-type: none"> * feel supported, engaged and contribute to a strong College culture * Receive targeted support in a timely manner * be empowered to seek support and be proactive in managing their social-emotional challenges. 			
Success Indicators	<p>a. Student Attendance - Student attendance data (CASES, Compass)</p> <p>b. AtoSS, POS, SSS</p> <p>c. SWPBS - improvements in COMPASS data (Pulse, SPA, Chronicle reports etc)</p> <p>d. FOCUS Social & Personal Development curriculum is completely documented from Year 7-12, included in the reporting process and accessible to all staff via ATLAS</p> <p>e. Published framework</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embed the Resilience Project and pastoral care support, including the further establishment of weekly FOCUS sessions for all students from Year 7 to Year 12	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,521.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Restructure of Homegroups. Conduct regular check-ins/conferencing with students and monitor and action attendance concerns	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Voice (Amplify) - establish a student forum with representatives from every year level including schedule student peer support training for student leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Identify and schedule appropriate professional learning for teachers that will help them to create classroom environments that are positive, engaging and supportive of wellbeing and learning needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create a framework that will define roles and update processes for collaboration between the various tiers of the Engagement and Wellbeing structure of the College. Provide Professional Learning to support staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$353,341.18	\$353,341.18	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$36,879.83	\$30,358.83	\$6,521.00
Total	\$390,221.01	\$383,700.01	\$6,521.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Yr 7 student cohort (normally divided into two) will timetable additional teacher in Year 7 Maths classes to support differentiated	\$29,000.00
Year 8 - targeted groups to receive intensive Literacy and Numeracy small group support through TLI.	\$105,000.00
Embed the Resilience Project and pastoral care support, including the further establishment of weekly FOCUS sessions for all students from Year 7 to Year 12	\$6,521.00
Student Voice (Amplify) - establish a student forum with representatives from every year level including schedule student peer support training for student leaders	\$0.00
Identify and schedule appropriate professional learning for teachers that will help them to create classroom environments that are positive, engaging and supportive of wellbeing and learning needs.	\$5,000.00

Create a framework that will define roles and update processes for collaboration between the various tiers of the Engagement and Wellbeing structure of the College. Provide Professional Learning to support staff.	\$0.00
Totals	\$145,521.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Yr 7 student cohort (normally divided into two) will timetable additional teacher in Year 7 Maths classes to support differentiated	from: Term 1 to: Term 4	\$29,000.00	<input checked="" type="checkbox"/> School-based staffing
Year 8 - targeted groups to receive intensive Literacy and Numeracy small group support through TLI.	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Embed the Resilience Project and pastoral care support, including the further establishment of weekly FOCUS sessions for all students from Year 7 to Year 12	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Identify and schedule appropriate professional learning for teachers that will help them to create classroom environments that are positive, engaging and supportive of wellbeing and learning needs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$139,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Student Voice (Amplify) - establish a student forum with representatives from every year level including schedule student peer support training for student leaders	from: Term 1 to: Term 4	\$0.00	
Create a framework that will define roles and update processes for collaboration between the various tiers of the Engagement and Wellbeing structure of the College. Provide Professional Learning to support staff.	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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Employment of School Mental health practioner 0.4	\$51,131.00
Small senior classes to provide pathways for students	\$193,578.18
Totals	\$244,709.18

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of School Mental health practioner 0.4	from: Term 1 to: Term 4	\$20,763.00	<input checked="" type="checkbox"/> School-based staffing
Small senior classes to provide pathways for students	from: Term 1 to: Term 4	\$193,578.18	<input checked="" type="checkbox"/> School-based staffing
Totals		\$214,341.18	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of School Mental health practioner 0.4	from: Term 1 to: Term 4		
Small senior classes to provide pathways for students	from: Term 1 to: Term 4		

Totals		\$0.00	
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Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of School Mental health practioner 0.4	from: Term 1 to: Term 4	\$30,358.83	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Small senior classes to provide pathways for students	from: Term 1 to: Term 4	\$0.00	
Totals		\$30,358.83	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
TLI focus in Year 9 Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Tutor learning initiative modules <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Year 8 - targeted groups to receive intensive Literacy and Numeracy small group support through TLI.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Timetable Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

Engage area PLC support - Carolyn Crowther.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Establish common data walls for Literacy and Numeracy to be used in PLC/KLA and individual classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Implement PLC Sprints	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Embed the Resilience Project and pastoral care support, including the further establishment of weekly FOCUS sessions for all students from Year 7 to Year 12	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Resilience Project team	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)					
Restructure of Homegroups. Conduct regular check-ins/conferencing with students and monitor and action attendance concerns	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
Student Voice (Amplify) - establish a student forum with representatives from every year level including schedule student peer support training for student leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Amplify resource	<input checked="" type="checkbox"/> On-site
Identify and schedule appropriate professional learning for teachers that will	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

help them to create classroom environments that are positive, engaging and supportive of wellbeing and learning needs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection		David Vinegrad - Behaviour matters <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Create a framework that will define roles and update processes for collaboration between the various tiers of the Engagement and Wellbeing structure of the College. Provide Professional Learning to support staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS resource and support	<input checked="" type="checkbox"/> Off-site Berry street training