

2023 Annual Implementation Plan

for improving student outcomes

Warragul Regional College (8827)



Submitted for review by Nicole Pryor (School Principal) on 22 March, 2023 at 12:32 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 24 March, 2023 at 06:03 PM
Endorsed by Darren McNair (School Council President) on 26 March, 2023 at 10:29 PM

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.	Evolving
	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	Refer to summary progress on 2022 AIP comments.
Considerations for 2023	School review term 3 Beginning school year understaffed and ALL principal class teaching more than normal allotment

	We have a new build to move into as the school year begins- with no support time to move.
Documents that support this plan	

SSP Goals Targets and KIS

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>
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	Improve student achievement and learning growth in literacy and numeracy across the curriculum
Target 2.1	<p>By 2023 increase the percentage of students at Year 9 achieving above and at expected benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 51% (2019) to 70% • Writing from 79% (2019) to 85% • Numeracy from 65% (2019) to 80%
Target 2.2	<p>By 2023 increase the percentage of students at Year 9 in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 12% (2019) to 20% • Writing from 9% (2019) to 10% • Numeracy from 11% (2019) to 20%

Target 2.3	<p>By 2023 improve VCE mean scores:</p> <ul style="list-style-type: none"> • All studies mean score from 26.57 (2018) to 28 or greater • English mean score from 25.02 (2018) to 28 or higher Further Maths mean score from 26.2 (2018) to 28 or higher.
Target 2.4	By 2023 increase the percentage of Year 12 students with positive exit destinations (further education and full-time work) from 77% (2018) to 90%
Key Improvement Strategy 2.a Curriculum planning and assessment	Collaborate to design and continuously evaluate data-informed sequential curriculum
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Embed agreed research-based pedagogy through adult learning and feedback cycles
Key Improvement Strategy 2.c Evaluating impact on learning	Develop data literacy for teachers to effectively use evidence and assessment to differentiate teaching and learning
Key Improvement Strategy 2.d Setting expectations and promoting inclusion	Develop and embed agreed policies and practices for high expectations and rigour for student learning in the senior years
Goal 3	Build high expectations for student engagement and connectedness to learning
Target 3.1	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey Years 7-12:</p> <ul style="list-style-type: none"> • Stimulated learning from 43% (2019) to 55% • Sense of connectedness from 41% (2019) to 55%

	<ul style="list-style-type: none"> • Student voice and agency from 40% (2019) to 55% • Differentiated learning challenge from 49% (2019) to 60% • Learning confidence from 50% (2019) to 60%
Target 3.2	By 2023 reduce the average absence days per student from 19.16 days (2018) to 17 days.
Key Improvement Strategy 3.a Empowering students and building school pride	Build student voice and agency in learning
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement an attendance plan with rigor and fidelity
Goal 4	Develop shared responsibility for a positive learning environment for all students
Target 4.1	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey Years 7-12:</p> <ul style="list-style-type: none"> • High expectations for success from 60% (2019) to 70% • Advocate at school from 55% (2019) to 60% • Classroom behaviour from 47% (2019) to 60% • Managing bullying from 43% (2019) to 60% • Respect for diversity from 36% (2019) to 60%
Target 4.2	By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module:

	<ul style="list-style-type: none"> • Academic emphasis from 22% (2018) to 55% • Collective efficacy from 25% (2018) to 55% • Collective focus on student learning from 42% (2018) to 60%
Key Improvement Strategy 4.a Instructional and shared leadership	Build distributed and instructional leadership capability to develop a culture of high expectations, empowerment and shared responsibility
Key Improvement Strategy 4.b Health and wellbeing	Implement agreed whole-school approaches to foster positive behaviour and wellbeing
Key Improvement Strategy 4.c Parents and carers as partners	Build parent/carers and community partnership to enhance learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve the percentage of positive responses to the AToSS Years 7-12: Managing Bullying 46%-52% Respect for diversity 38%-45% Classroom Behaviour- 53%-58% Advocate at school- 62%-67% Numeracy 100% of students in year 8 and 9 will demonstrate growth in PAT M data NAPLAN Year 9 Numeracy top 2 bands increase to 10% NAPLAN Year 9 Numeracy Benchmark growth at or above 50% By 2023 improve VCE mean scores: All studies mean score from 27 to 28 or greater English & Further Maths mean score from 28 to maintain or higher Improve the percentage of positive responses to the Attitudes to School Survey Years 7-12: Stimulated learning: 55% Differentiated learning -58% High expectations for success -70% Student voice and agency 50% Improve the percentage of positive responses on the School Staff Survey – Climate module: Collective focus on student learning- 65% Collective Efficacy - 55% Academic Emphasis- 55%</p>
Improve student achievement and learning growth in literacy and numeracy across the curriculum	No	<p>By 2023 increase the percentage of students at Year 9 achieving above and at expected benchmark growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 51% (2019) to 70% 	

		<ul style="list-style-type: none"> • Writing from 79% (2019) to 85% • Numeracy from 65% (2019) to 80% 	
		<p>By 2023 increase the percentage of students at Year 9 in the top two bands in NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 12% (2019) to 20% • Writing from 9% (2019) to 10% • Numeracy from 11% (2019) to 20% 	
		<p>By 2023 improve VCE mean scores:</p> <ul style="list-style-type: none"> • All studies mean score from 26.57 (2018) to 28 or greater • English mean score from 25.02 (2018) to 28 or higher • Further Maths mean score from 26.2 (2018) to 28 or higher. 	
		<p>By 2023 increase the percentage of Year 12 students with positive exit destinations (further education and full-time work) from 77% (2018) to 90%</p>	
Build high expectations for student engagement and connectedness to learning	No	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey Years 7-12:</p> <ul style="list-style-type: none"> • Stimulated learning from 43% (2019) to 55% • Sense of connectedness from 41% (2019) to 55% • Student voice and agency from 40% (2019) to 55% • Differentiated learning challenge from 49% (2019) to 60% • Learning confidence from 50% (2019) to 60% 	
		<p>By 2023 reduce the average absence days per student from 19.16 days (2018) to 17 days.</p>	

Develop shared responsibility for a positive learning environment for all students	No	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey Years 7-12:</p> <ul style="list-style-type: none"> • High expectations for success from 60% (2019) to 70% • Advocate at school from 55% (2019) to 60% • Classroom behaviour from 47% (2019) to 60% • Managing bullying from 43% (2019) to 60% • Respect for diversity from 36% (2019) to 60% 	
		<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <ul style="list-style-type: none"> • Academic emphasis from 22% (2018) to 55% • Collective efficacy from 25% (2018) to 55% • Collective focus on student learning from 42% (2018) to 60% 	

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>Improve the percentage of positive responses to the AToSS Years 7-12: Managing Bullying 46%-52% Respect for diversity 38%-45% Classroom Behaviour- 53%-58% Advocate at school- 62%-67%</p> <p>Numeracy 100% of students in year 8 and 9 will demonstrate growth in PAT M data NAPLAN Year 9 Numeracy top 2 bands increase to 10% NAPLAN Year 9 Numeracy Benchmark growth at or above 50% By 2023 improve VCE mean scores: All studies mean score from 27 to 28 or greater English & Further Maths mean score from 28 to maintain or higher Improve the percentage of positive responses to the Attitudes to School Survey Years 7-12:</p>

	<p>Stimulated learning: 55%</p> <p>Differentiated learning -58%</p> <p>High expectations for success -70%</p> <p>Student voice and agency 50%</p> <p>Improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <p>Collective focus on student learning- 65%</p> <p>Collective Efficacy -55%</p> <p>Academic Emphasis- 55%</p>	
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	Improve the percentage of positive responses to the AToSS Years 7-12: Managing Bullying 46%-52% Respect for diversity 38%-45% Classroom Behaviour- 53%-58% Advocate at school- 62%-67% Numeracy 100% of students in year 8 and 9 will demonstrate growth in PAT M data NAPLAN Year 9 Numeracy top 2 bands increase to 10% NAPLAN Year 9 Numeracy Benchmark growth at or above 50% By 2023 improve VCE mean scores: All studies mean score from 27 to 28 or greater English & Further Maths mean score from 28 to maintain or higher Improve the percentage of positive responses to the Attitudes to School Survey Years 7-12: Stimulated learning: 55% Differentiated learning -58% High expectations for success -70% Student voice and agency 50% Improve the percentage of positive responses on the School Staff Survey – Climate module: Collective focus on student learning- 65% Collective Efficacy -55% Academic Emphasis- 55%
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	Student Support Refine the problem-solving approach to teaching Maths with explicit links to real world problems Target Numeracy Intervention supports at year 8 and 9 (extension -TLI) and Year 10 (MYLNS)

	<p>Early Identification of AT Risk students in senior years, and mentor program put in place</p> <p>Teacher Support</p> <p>KLD leader and Teacher development in Moderation and Assessment</p> <p>Teacher development in Gradual Release of Responsibility and Differentiation</p> <p>Reflect and Refine CANVAS (College LMS system) across all classes for teaching, continual reporting and feedback, differentiation and resource support for students.</p> <p>Continue to develop our use of PLCs for teacher collaboration and development</p> <p>Continue to provide targeted professional learning for staff- 1:1 coaching, micro coaching for early career, CANVAS & digital pedagogy, Berry Street Education Model (BSEM),</p>
<p>Outcomes</p>	<p>Numeracy:</p> <p>Leaders will:</p> <p>Provide guidance for teachers to access relevant data and how to use it to inform their teaching practice</p> <p>Ensure PLC is a student focus</p> <p>Facilitate collaboration between colleagues</p> <p>Teachers will:</p> <p>Refine the problem-solving approach to teaching numeracy linked to real world problems</p> <p>Ensure no student is left behind (allow time to ensure fidelity in teaching topics prior to moving on) by using formative assessment</p> <p>Complete WRC survey each Term for student feedback on my teaching practice.</p> <p>Model risk taking behaviour to students in terms of what to do when they don't know what to do (ie both strategies and also resilience)</p> <p>Students will:</p> <p>Recognise and understand the role of Maths in the real world</p> <p>Explain their mathematical thinking and ideas</p> <p>Demonstrate improvement in learning growth over a 12-month period</p> <p>Be comfortable in taking risks in their maths/numeracy learning</p> <p>Moderation And Assessment</p> <p>Teachers will:</p> <p>Use formative assessment to guide teaching</p> <p>Collaboratively design RICH assessment tasks with opportunities for all to achieve</p> <p>Over a unit assess students in more than one way</p> <p>Provide meaningful feedback that leads to growth</p> <p>Will provide students with opportunities to relearn, reassess, before moving on</p> <p>Assess with accuracy/evidence and consistency</p> <p>Students will:</p>

	Use exemplars and rubrics to check for understanding			
Success Indicators	PAT-M- growth NAPLAN top 2 bands and benchmark growth Curriculum samples PLC minutes and evidence CANVAS units			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC development though support from Learning Specialists and APs to ensure data discussions, collaboration and interventions. Focus on Numeracy in several PLC cycles. *Refine the problem-solving approach to teaching Maths with explicit links to real world problems undertaken in Maths PLC cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <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
Early Identification of AT Risk students in senior years, and mentor program put in place. Mentors assigned to year 11 and year 12 students focus on check in system for all students. Continually refined for AT Risk and High achievers.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>KLD leader and Teacher development in Moderation and Assessment Learning Specialist delivering professional learning in teaching and Learning team (to KLD leaders) Learning Specialist leading learning stream in Moderation and Assessment for teachers Dedicated Moderation and Assessment day for all teachers and planned senior moderation time.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
<p>Teacher development in Gradual Release of Responsibility and Differentiation.</p> <p>* Continued focus in planning using GRR through KLD teams * Learning Streams focused on Differentiation</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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

<p>Reflect and Refine CANVAS (College LMS system) across all classes for teaching, continual reporting and feedback, differentiation and resource support for students. * 1:1 or small group PD for staff with Learning Specialist * Digital Learning walk review of courses and UbDs with scope and sequence * targeted professional learning for identified teachers (based on LMS course) * Learning Specialist support to PLCs during cycles to support digital pedagogy and Canvas tools.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Continue to provide targeted professional learning for staff- 1:1 coaching, micro coaching for early career, Berry Street Education Model (BSEM) * BSEM last 2 days delivery followed up by targeted coaching and learning streams and sub school strategies * Micro-coaching for teachers in first 5 years focused on BSEM, management and GRR * VCE teacher coaching for data, goals setting and high expectations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>KIS 1.b Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<p>Continued Focus on explicit teaching of Expected Behaviours linked with SWPBS Continue to develop Respectful Relationships curriculum 7-10 in Care Group and Health Develop and resource TEAMS to deliver Tier 2 Interventions in social skills, disengagement, body issues, managing anxiety,</p>			

	<p>wellbeing etc Continued focus on Teen Mental Health First Aide at years 8 and 10. Continue STYMIE access for reporting of concerns by students. Further develop cultural inclusivity practices for Indigenous Students</p>
<p>Outcomes</p>	<p>Interventions Leaders will: Ensure the required Professional Development is provided. Development and implement consistent practices to support students at the point of need. Including intervention avenues, wellbeing and learning; Wellbeing Team MYLNS (year 10) Inclusion Modified Programs External agencies Monitor the processes and data Teachers will: Collaborate within the Sub-school to develop, implement and monitor the respectful relationships program Support students to achieve – differentiated tasks (scaffolded and extension) ES Staff- Wellbeing and Inclusion Provide additional supports to students through intervention programs – Level 2 and 3 Students will: Access the supports and programs as required (with support of families where necessary) Respectful Relationships Leaders will : Oversee a scope and sequence Promote, monitor, review and support Collaborate with Wellbeing Team to continue to develop a whole school approach Teachers will: Work collaboratively within the sub-school team to develop lessons and programs Participate in identified Professional Learning Liaise with students for student voice and agency Monitor and gather evidence of student outcomes - learning Students will: Actively participate in targeted programs Complete tasks in an appropriate manner, collaboratively, collectively, individually as required</p>

	Engage in identifying inappropriate behaviours Submit tasks and contributions			
Success Indicators	Scope and Sequence Respectful relationships Student focus group minutes Lesson plans and CANVAS modules ATOSS data Professional Learning streams- units			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to develop Respectful Relationships curriculum 7-10 in Care Group and Health * Health PLC to undertake mapping and curriculum development for respectful Relationships and cross check against Care Group Curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Develop and resource TEAMS to deliver Tier 2 Interventions in social skills, disengagement, body issues, managing anxiety, wellbeing * Wellbeing team to identify proactive programs to be delivered internally - Body image, friendships and social skills boys and girls groups, toxic masculinity, bullying behaviours * Lunchtime activities to support social skills plus (extensive TT)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used

<p>plus some from wellbeing professionals- UNO club, Dance for year 7 &8 * 1:1 emotional regulation tasks for individual students led by Wellbeing team</p>				<p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Continued focus on Teen Mental Health First Aide at years 8 and 10. Live4Life crew developed and participating in development of activities for year 8. TMHFA to be delivered for year 8 and 10 Mental Health programs for year 7,8 and 9 to enhance existing programs in term 2.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Continue STYMIE access for reporting of concerns by students. * STYMIE relaunch and focus on upstanding and supports * STYMIE displays and messaging to families and students</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which</p>

				may include DET funded or free items
<p>Further develop cultural inclusivity practices for Indigenous Students</p> <ul style="list-style-type: none"> * SPPIKE training for principal (project not yet identified) * Visual project- Acknowledgement to country in 3 main buildings and (large display posters) and student artwork led posters in every classroom. Permanent Acknowledgement to Country on CANVAS, Cultural displays through the school. New furniture with Indigenous prints in 3 buildings. * New flagpoles for flags * Cultural classes for Indigenous students and friends * Significant day celebrations * 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$349,159.00	\$425,000.00	-\$75,841.00
Disability Inclusion Tier 2 Funding	\$279,716.33	\$280,000.00	-\$283.67
Schools Mental Health Fund and Menu	\$85,724.14	\$55,000.00	\$30,724.14
Total	\$714,599.47	\$760,000.00	-\$45,400.53

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<p>Early Identification of AT Risk students in senior years, and mentor program put in place. Mentors assigned to year 11 and year 12 students focus on check in system for all students. Continually refined for AT Risk and High achievers.</p>	\$25,000.00
<p>Continue to provide targeted professional learning for staff- 1:1 coaching, micro coaching for early career, Berry Street Education Model (BSEM) * BSEM last 2 days delivery followed up by targeted coaching and learning streams and sub school strategies * Micro-coaching for teachers in first 5 years focused on BSEM, management and GRR * VCE teacher coaching for data, goals setting and high expectations</p>	\$40,000.00

Continued focus on Teen Mental Health First Aide at years 8 and 10. Live4Life crew developed and participating in development of activities for year 8. TMHFA to be delivered for year 8 and 10 Mental Health programs for year 7,8 and 9 to enhance existing programs in term 2.	\$10,000.00
Continue STYMIE access for reporting of concerns by students. * STYMIE relaunch and focus on upstanding and supports * STYMIE displays and messaging to families and students	\$5,000.00
Totals	\$80,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Early Identification of AT Risk students in senior years, and mentor program put in place. Mentors assigned to year 11 and year 12 students focus on check in system for all students. Continually refined for AT Risk and High achievers.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$25,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Continue to provide targeted professional learning for staff- 1:1 coaching, micro coaching for early career, Berry Street Education Model (BSEM)</p> <p>* BSEM last 2 days delivery followed up by targeted coaching and learning streams and sub school strategies</p> <p>* Micro-coaching for teachers in first 5 years focused on BSEM, management and GRR</p> <p>* VCE teacher coaching for data, goals setting and high expectations</p>	<p>from: Term 1 to: Term 4</p>	\$40,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
<p>Continued focus on Teen Mental Health First Aide at years 8 and 10. Live4Life crew developed and participating in development of activities for year 8. TMHFA to be delivered for year 8 and 10 Mental Health programs for year 7,8 and 9 to enhance existing programs in term 2.</p>	<p>from: Term 1 to: Term 4</p>	\$10,000.00	<input checked="" type="checkbox"/> Live4Life (Youth Live4Life)(Local community-led mental health interventions)
<p>Continue STYMIE access for reporting of concerns by students.</p>	<p>from: Term 1</p>	\$5,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free)

* STYMIE relaunch and focus on upstanding and supports * STYMIE displays and messaging to families and students	to: Term 4		
Totals		\$55,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
DI staffing and programs Reading Intervention AP for inclusion and 0.2 staff	
EQUITY Advocacy supports Wellbeing supports Behavioural analyst TPP STPP	
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
DI staffing and programs Reading Intervention AP for inclusion and 0.2 staff	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
EQUITY Advocacy supports	from: Term 1	\$350,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Wellbeing supports Behavioural analyst TPP STPP	to: Term 4		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Totals		\$400,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
DI staffing and programs Reading Intervention AP for inclusion and 0.2 staff	from: Term 1 to: Term 4	\$280,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school • Middle school leaders • Teachers <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader • Education Support Staff • Classroom Teacher <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> • Evidence-based therapy services (e.g. Music and Pet therapy) • School counsellors (inclusive education related services)

			<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other MACQLIT resources, training and delivery <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Portable amplification equipment • Literacy aids <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend staff PL) • CRT (to attend Profile meetings) • CRT (to attend school planning)
EQUITY Advocacy supports Wellbeing supports Behavioural analyst TPP STPP	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$280,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
DI staffing and programs Reading Intervention AP for inclusion and 0.2 staff	from: Term 1 to: Term 4		
EQUITY Advocacy supports Wellbeing supports Behavioural analyst TPP STPP	from: Term 1 to: Term 4		
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>PLC development though support from Learning Specialists and APs to ensure data discussions, collaboration and interventions. Focus on Numeracy in several PLC cycles.</p> <p>*Refine the problem-solving approach to teaching Maths with explicit links to real world problems undertaken in Maths PLC cycle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>KLD leader and Teacher development in Moderation and Assessment Learning Specialist delivering professional learning in teaching and Learning team (to KLD leaders)</p> <p>Learning Specialist leading learning stream in Moderation and Assessment for teachers</p> <p>Dedicated Moderation and Assessment day for all teachers and planned senior moderation time.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Teacher development in Gradual Release of</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Responsibility and Differentiation.</p> <p>* Continued focus in planning using GRR through KLD teams</p> <p>* Learning Streams focused on Differentiation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
<p>Reflect and Refine CANVAS (College LMS system) across all classes for teaching, continual reporting and feedback, differentiation and resource support for students.</p> <p>* 1:1 or small group PD for staff with Learning Specialist</p> <p>* Digital Learning walk review of courses and UbDs with scope and sequence</p> <p>* targeted professional learning for identified teachers (based on LMS course)</p> <p>* Learning Specialist support to PLCs during cycles to support digital pedagogy and Canvas tools.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Continue to provide targeted professional learning for staff- 1:1 coaching, micro coaching for early career, Berry Street Education Model (BSEM)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Berry Street</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>* BSEM last 2 days delivery followed up by targeted coaching and learning streams and sub school strategies * Micro-coaching for teachers in first 5 years focused on BSEM, management and GRR * VCE teacher coaching for data, goals setting and high expectations</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individualised Reflection 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
<p>Further develop cultural inclusivity practices for Indigenous Students * SPPIKE training for principal (project not yet identified) * Visual project- Acknowledgement to country in 3 main buildings and (large display posters) and student artwork led posters in every classroom. Permanent Acknowledgement to Country on CANVAS, Cultural displays through the school. New furniture with Indigenous prints in 3 buildings. * New flagpoles for flags * Cultural classes for Indigenous students and friends</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SPPIKE training</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Offsite SPIKKE onsite project</p>

* Significant day celebrations *						
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