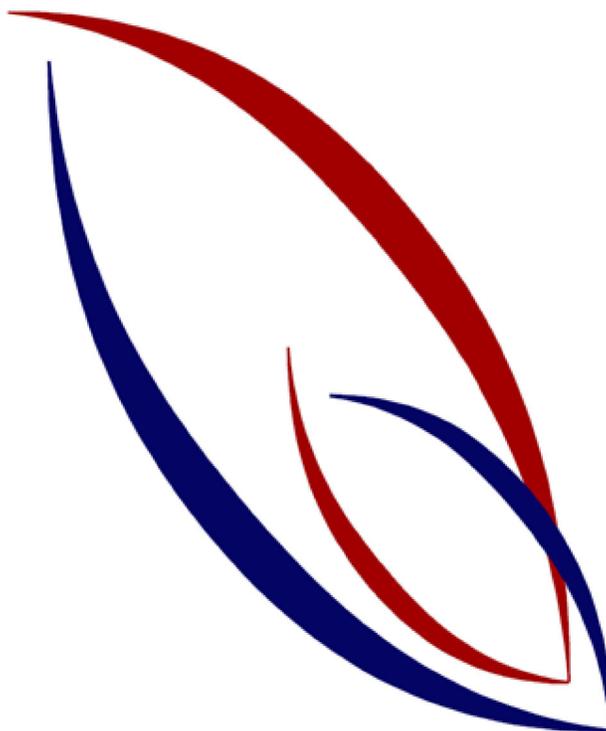


2024 Annual Implementation Plan

for improving student outcomes

Keilor Downs Secondary College (8715)



Submitted for review by Linda Maxwell (School Principal) on 19 February, 2024 at 11:18 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 22 February, 2024 at 01:46 PM
Endorsed by Gurpreet Thiara (School Council President) on 26 April, 2024 at 01:55 PM

Self-evaluation summary - 2024

FISO 2.0 outcomes	Self-evaluation level
Learning Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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FISO 2.0 Dimensions	Self-evaluation level
Leadership Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning 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	
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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	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		
Considerations for 2024		
Documents that support this plan		

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve student learning.	Yes	<p>To improve the proportion of Year 9 students and strong proficiency levels (from 2023 levels) to:</p> <p>Reading - greater than 64%</p> <p>Numeracy - greater than 61%</p> <p>Writing - greater than 57%</p>	To improve the proportion of Year 9 students in the NAPLAN exceeding and strong proficiency levels (from 2023 levels) to: Reading - greater than 64% Numeracy - greater than 61% Writing - greater than 57%
		<p>By 2027, increase the four-year average VCE median All Studies score from 29 (2022) to 30.</p> <p>By 2027, decrease the percentage of students with a VCE English study score of less than 25 from 37% (2022) to 25%.</p>	To increase the VCE median All Studies score from 29 to 30. To decrease the percentage of students with a VCE English study score of less than 25 to 20%.
		<p>By 2027, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Student voice and agency from 45% (2023) to 55% • Differentiated learning challenge from 65% (2023) to 70% • Stimulated learning from 53% (2023) to 65% 	To increase the percentage positive response on the Attitudes to School Survey for: Student voice and agency from 45% (2023) to 55% Differentiated learning challenge from 65% (2023) to 70% Stimulated learning from 53% (2023) to 65%

		<p>By 2027, increase the percentage positive response on the School Staff Survey for:</p> <ul style="list-style-type: none"> Collective efficacy from 64% (2023) to 70% Professional learning through peer observation from 45% (2023) to 55% 	<p>To increase the percentage positive response on the School Staff Survey for: Collective efficacy from 64% (2023) to 66% Professional learning through peer observation from 45% (2023) to 48%</p>
To improve student wellbeing.	Yes	<p>By 2027, decrease the average number of days absence per student per year from 24 days (2022) to 16 days.</p>	<p>To decrease the average number of days absence per student per year from 24 days (2022) to 21 days.</p>
		<p>By 2027, increase the percentage positive response on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> Teacher concern from 37% (2023) to 50% Sense of connectedness from 54% (2023) to 65% Effective teaching time from 60% (2023) to 70% 	<p>To increase the percentage positive response on the Attitudes to School Survey for: Teacher concern from 37% (2023) to 42% Sense of connectedness from 54% (2023) to 58% Effective teaching time from 60% (2023) to 64%</p>
		<p>By 2027, increase the percentage positive response on the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> Promoting positive behaviour from 63% (2022) to 75% Confidence and resiliency skills from 63% (2022) to 70% 	<p>To increase the percentage positive response on the Parent Opinion Survey for: Promoting positive behaviour from 63% (2022) to 68% Confidence and resiliency skills from 63% (2022) to 65%</p>
		<p>By 2027, increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 55%.</p>	<p>To increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 50%.</p>

Goal 2	To improve student learning.
12-month target 2.1-month target	To improve the proportion of Year 9 students in the NAPLAN exceeding and strong proficiency levels (from 2023 levels) to: Reading - greater than 64%

	Numeracy - greater than 61% Writing - greater than 57%		
12-month target 2.2-month target	To increase the VCE median All Studies score from to 30. To decrease the percentage of students with a VCE English study score of less than 25 to 30%.		
12-month target 2.3-month target	To increase the percentage positive response on the Attitudes to School Survey for: Student voice and agency from 45% (2023) to 48% Differentiated learning challenge from 65% (2023) to 68% Stimulated learning from 53% (2023) to 58%		
12-month target 2.4-month target	To increase the percentage positive response on the School Staff Survey for: Collective efficacy from 64% (2023) to 66% Professional learning through peer observation from 45% (2023) to 48%		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 2.a Leadership	Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.		Yes
KIS 2.b Assessment	Embed systematic assessment practices that provide effective feedback to support student learning and growth.		Yes
KIS 2.c Teaching and learning	Build the capacity of staff to create opportunities for students to have agency and influence in their learning.		Yes
KIS 2.d Teaching and learning	Build the capability of staff to respond to the learning needs of each individual student.		Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our recent School Review found that although many of our curriculum and teaching & learning practices were sound, there was some inconsistency of practice related to differentiation, the use of the instructional model and curriculum documentation. The review also found that although there was some good work done in the area of student voice and agency, this has stalled due to the impact of the pandemic and needed a renewed focus. In particular, learner agency in the classroom and two-way feedback between students and teachers needed focused development. This meant that two immediate priorities for this year were improving the consistency of documentation and policy and a refreshed focus on the implementation of college initiatives in the classroom.</p> <p>The review also noted that the college had an effective assessment strategy in place, but needed to ensure that assessment processes were consistent and that an appropriate mix of summative and formative assessments were used. The review also wanted to ensure that the voice of the students was considered in the determination of how learning is assessed.</p> <p>So the focus for this AIP is on promoting consistency of practice by ensuring that documentation, policy and resources are consistent and coherent and support teacher practice better. Another focus is on refreshing and developing our work i on learner agency and re-focusing on our GANAG model through th updated lens of the Science of Learning research.</p>
<p>Goal 3</p>	<p>To improve student wellbeing.</p>
<p>12-month target 3.1-month target</p>	<p>To decrease the average number of days absence per student per year from 24 days (2022) to 21 days.</p>
<p>12-month target 3.2-month target</p>	<p>To increase the percentage positive response on the Attitudes to School Survey for:</p> <p>Teacher concern from 37% (2023) to 42%</p> <p>Sense of connectedness from 54% (2023) to 58%</p> <p>Effective teaching time from 60% (2023) to 64%</p>
<p>12-month target 3.3-month target</p>	<p>To increase the percentage positive response on the Parent Opinion Survey for:</p> <p>Promoting positive behaviour from 63% (2022) to 68%</p> <p>Confidence and resiliency skills from 63% (2022) to 65%</p>
<p>12-month target 3.4-month target</p>	<p>To increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 50%.</p>
<p>Key Improvement Strategies</p>	
	<p>Is this KIS selected for focus this year?</p>

<p>KIS 3.a Support and resources</p>	<p>Further develop the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Further enhance formal and informal structures to engage with and respond to the full range of student perspectives and feedback.</p>	<p>Yes</p>
<p>KIS 3.c Support and resources</p>	<p>Further develop and strengthen active partnerships with specialist services, education providers and community organisations to enhance support to students.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The panel was aware of the effectiveness of the college's wellbeing programs, but wanted to ensure that the programs were documented, and that the documentation focused on both proactive and reactive wellbeing programs, student behaviour management, staff wellbeing, and the role of staff members, House leaders and wellbeing staff in the implementation of a cohesive wellbeing plan.</p> <p>The panel also noted that there was a role, within student wellbeing and engagement, for students to have more of a voice in the determination of wellbeing strategies. It was also noted that, whilst the college had developed significant partnerships with parents and carers, support agencies and community organisations, there was scope to enhance these partnerships and to make existing partnerships stronger and more effective.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning.
12-month target 2.1 target	<p>To improve the proportion of Year 9 students in the NAPLAN exceeding and strong proficiency levels (from 2023 levels) to:</p> <p>Reading - greater than 64%</p> <p>Numeracy - greater than 61%</p> <p>Writing - greater than 57%</p>
12-month target 2.2 target	<p>To increase the VCE median All Studies score from to 30.</p> <p>To decrease the percentage of students with a VCE English study score of less than 25 to 30%.</p>
12-month target 2.3 target	<p>To increase the percentage positive response on the Attitudes to School Survey for:</p> <p>Student voice and agency from 45% (2023) to 48%</p> <p>Differentiated learning challenge from 65% (2023) to 68%</p> <p>Stimulated learning from 53% (2023) to 58%</p>
12-month target 2.4 target	<p>To increase the percentage positive response on the School Staff Survey for:</p> <p>Collective efficacy from 64% (2023) to 66%</p> <p>Professional learning through peer observation from 45% (2023) to 48%</p>
KIS 2.a 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	<p>Further develop, document and embed whole school collaborative approaches to curriculum planning, assessment and shared instructional approaches.</p>

<p>Actions</p>	<p>To improve consistency across the college we will undertake a curriculum audit of Year 7 and 8 and refine all curriculum documentation. The Curriculum Leader and Teaching and Learning Team will work with all KLA Leaders to strip back content to ensure that skill development, actionable feedback and learner agency are prioritized and consistent documentation is produced and stored in an accessible location.</p> <p>The Teaching and Learning Team and VCE/VM Co-Ordinators will refine and collate all relevant college VCE/VM curriculum policies and documentation into handbooks or online resources accessible to all staff on key school IT platforms.</p> <p>The Teaching and Learning Team will refresh and refine the GANAG instructional model through the lens of the 'Science of Learning' research. They will also use a refined PLT structure to support professional development and improve classroom practice in these areas.</p> <p>To reinforce norms and expectations for VCE/VM teachers in terms of minimum standards, consistent approaches and effective classroom practice, the VCE Coordinator, VM Coordinator and Teaching and Learning Team will provide an on-going program of professional learning supported by a culture of coaching and mentoring of selected teachers to further improve VCE/VM outcomes.</p>
<p>Outcomes</p>	<p>Year 7 & 8 curriculum will be fully re-documented with streamlined content and a clearer focus on consistent strategies to support skill development, actionable feedback and learner agency. This will support consistency and understanding across the whole teaching staff.</p> <p>VCE/VM teachers will have greater confidence and consistency in their practice due to easier and clearer access to consistent policies and approaches relating to VCE/VM.</p> <p>All teaching staff will have an improved understanding of the Science of Learning theory through a coordinated program of professional learning. They will also understand how this supports and extends the GANAG instructional model and will begin introducing refreshed strategies into their classroom practice.</p> <p>Teachers will be given the opportunity to extend their understanding of our curriculum priorities through our PLT structure and processes. Teachers will choose problems of practice from our focus areas to improve their classroom practice in these areas.</p> <p>All VCE/VM teachers will have their understanding of policies, approaches and successful strategies reinforced and refreshed. Selected teachers will be further supported by targeted coaching and mentoring to improve VCE/VM outcomes.</p>
<p>Success Indicators</p>	<p>Improved curriculum documentation, policies and exemplars generated by the actions above, for Year 7 & 8 and VCE.</p> <p>Evidence of a strengthened learner agency focus in curriculum documentation, artefacts and exemplars of teacher and student work</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>and improvement in the identified factors in ATOSS.</p> <p>Tracking of VCE subject means to look for greater consistency and improvement in targeted subjects.</p> <p>Samples of VM curriculum, documentation and reporting to demonstrate clearer guidelines and greater consistency.</p> <p>Documented professional learning program including Curriculum Day agenda, teacher feedback and PLT projects generated by the Science of Learning PD.</p> <p>Improvement in the identified factors in the Staff Survey.</p> <p>Extensive documentation of projects, artefacts and feedback generated from PLT processes to demonstrate improvement and innovation in targeted areas of teaching practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Provision of a Curriculum Implementation budget to allow for teacher time release, professional learning and resources to support priority areas</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Provision of support and resources for PLT processes including support from T & L team, provision of time release for coaching and observation.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Implement a professional learning program for teachers based around the Science of Learning theory, including consultancy, resources and specific PD activities.</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p> <p>Embed systematic assessment practices that provide effective feedback to support student learning and growth.</p>				
<p>Actions</p>	<p>To establish consistent feedback protocols, the Curriculum Leader will work with KLA Leaders to reflect on current formative and summative feedback processes. The focus will be on expressing feedback in clear actions and adjustments so to that students can more effectively action the feedback they are given.</p> <p>The Teaching and Learning Team will develop a process and protocols for regularly collecting feedback from students on teacher practice across the college.</p> <p>The Teaching and Learning Team will support KLA Leaders to identify increased opportunities within formative and summative assessment to improve learner agency.</p> <p>Teachers will have an improved capacity to provide actionable feedback to students. They will also demonstrate that they are expanding the range of opportunities for learner agency in their learning tasks.</p> <p>Students will demonstrate an improved understanding of the feedback they are given and are more able to act on the specific feedback.</p> <p>Teachers will regularly seek specific feedback on their classroom practice from students. Students will see more regular opportunities to provide teacher feedback.</p> <p>Assessment documentation and learning tasks will demonstrate an improved learner agency focus and reporting will show a move towards more specific, actionable feedback.</p>			
<p>Outcomes</p>	<p>Teachers will have an improved capacity to provide actionable feedback to students. They will also demonstrate that they are expanding the range of opportunities for learner agency in their learning tasks.</p> <p>Students will demonstrate an improved understanding of the feedback they are given and are more able to act on the specific feedback.</p> <p>Teachers will regularly seek specific feedback on their classroom practice from students. Students will see more regular opportunities to provide teacher feedback.</p> <p>Assessment documentation and learning tasks will demonstrate an improved learner agency focus and reporting will show a move towards more specific, actionable feedback.</p>			

Success Indicators	<p>Assessment documentation and learning documents to show an improved focus on learner agency.</p> <p>Resources and documentation will be produced to support student understanding of learner agency in their assessment processes.</p> <p>Exemplars of student feedback will be produced to demonstrate more specific, actionable feedback.</p> <p>A new teacher feedback system will be developed, documented and implemented.</p> <p>Targeted factors in ATOSS will show improvement.</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
<p>T & L Team will work with KLA Leaders on improving student agency in assessment and provision of clearer, more actionable feedback through provision of professional learning, coaching, PLT projects and development of support documentation.</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</p> <p><input checked="" type="checkbox"/> KLA leader</p> <p><input checked="" type="checkbox"/> Leading teacher(s)</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>	
<p>A new teacher feedback mechanism for students will be developed and implemented by relevant Leading Teachers.</p>	<p><input checked="" type="checkbox"/> Leadership team</p> <p><input checked="" type="checkbox"/> Leading teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>	
<p>KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capacity of staff to create opportunities for students to have agency and influence in their learning.</p>				
Actions	<p>Teaching and Learning team will refine and further develop the KDC Learner documentation to focus on concepts of student agency and self-regulation.</p>				

	<p>The Teaching and Learning Team will use a range of strategies such as the curriculum audit, on-going professional learning and PLT processes, to support staff to apply the learner agency lens to our instructional model to refresh and improve student engagement.</p>															
<p>Outcomes</p>	<p>Students will demonstrate an improved understanding and stronger skills in learner agency through focus groups, surveys and ATOSS data.</p> <p>Improved documentation and resources will support teachers to feel more skilled and confident to ensure a stronger learner agency focus in their practice.</p>															
<p>Success Indicators</p>	<p>Student feedback collected through surveys, focus groups and improvement in related ATOSS factors.</p> <p>Policy and procedure documents reflect whole school implementation of these priorities, and student tools to support learner agency such as posters, handbooks, curriculum materials and organizers are regularly seen in classrooms</p> <p>Surveys and data collection by the Learning Specialists shows positive endorsement of learner agency strategies by staff.</p>															
<p>Activities</p>	<table border="1"> <thead> <tr> <th data-bbox="834 119 935 384">Activity cost and funding streams</th> <th data-bbox="834 384 935 642">When</th> <th data-bbox="834 642 935 831">Is this a PL priority</th> <th data-bbox="834 831 935 1224">People responsible</th> <th data-bbox="834 1224 935 1608"></th> </tr> </thead> <tbody> <tr> <td data-bbox="935 119 1036 384"> \$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used </td> <td data-bbox="935 384 1036 642"> from: Term 1 to: Term 4 </td> <td data-bbox="935 642 1036 831"> <input type="checkbox"/> PLP Priority </td> <td data-bbox="935 831 1036 1224"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) </td> <td data-bbox="935 1224 1036 1608"> T & L and Curriculum Teams will produce policy, curriculum documentation and student tools to support enhanced learner agency in our classroom practice. </td> </tr> <tr> <td data-bbox="1036 119 1136 384"> \$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used </td> <td data-bbox="1036 384 1136 642"> from: Term 1 to: Term 4 </td> <td data-bbox="1036 642 1136 831"> <input type="checkbox"/> PLP Priority </td> <td data-bbox="1036 831 1136 1224"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) </td> <td data-bbox="1036 1224 1136 1608"> Learner agency will be a key focus in all professional learning, PLT processes and curriculum documentation work. </td> </tr> </tbody> </table>	Activity cost and funding streams	When	Is this a PL priority	People responsible		\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	T & L and Curriculum Teams will produce policy, curriculum documentation and student tools to support enhanced learner agency in our classroom practice.	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	Learner agency will be a key focus in all professional learning, PLT processes and curriculum documentation work.
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<p>KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capability of staff to respond to the learning needs of each individual student.</p>
<p>Actions</p>	<p>Several new positions will be established in this area and a new Individual Learning Needs team will be formed to better target and coordinate all intervention programs and processes.</p> <p>Several new positions will focus on creating differentiated curriculum in KLAs and the SEAL/VHAP team has been expanded.</p> <p>Funding has been allocated to bring in special education and allied health professionals as required, to build staff capacity through consultancy and targeted professional learning.</p> <p>Literacy and Numeracy Coordinators have been established to develop strategies, programs and resources to improve the teaching of literacy and numeracy skills.</p>
<p>Outcomes</p>	<p>Targeting of students will be refined and improved coherency and coordination across various intervention programs will be apparent.</p> <p>New teams will have been developed and staff in positions of responsibility in our various intervention programs will report improved communication and support.</p> <p>Teachers will be able to access clearer information and more specific plans to better cater to high needs students. They will also be better supported by differentiated curriculum documentation and resources.</p> <p>Relevant staff will have improved skills and confidence after consultancy and professional learning by external professionals.</p> <p>Curriculum documentation, policy and resources will better support targeted teachers to improve their teaching of literacy and numeracy.</p>
<p>Success Indicators</p>	<p>Literacy and Numeracy NAPLAN targets have been met, and there is a reduction in the 'Needs support' and lower levels of the 'Developing' categories for Year 9 reading and numeracy.</p>

	<p>TLI and MYLNS data shows improved student efficacy for targeted students.</p> <p>Documentation and exemplars will be produced to show improved differentiation and more specific, targeted learning plans.</p> <p>Surveys and feedback data will demonstrate improved staff knowledge and confidence in intervention strategies and approaches.</p>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
<p>Establishment of several new positions of responsibility to support curriculum development and coordination of intervention programs in this priority area: Leading Teacher - Individual Learning Needs Development of differentiated curriculum (4 PORs)</p>	<p><input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$78,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>	
<p>Budget established to bring in external professionals and allied health for consultancy and professional learning.</p>	<p><input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>	
<p>Continuation of Language Support Program to support students with identified severe language disorders.</p>	<p><input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$80,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>	
<p>Expand the Disability Inclusion Team to include a new Leading Teacher position and an ES Coordinator.</p>	<p><input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$88,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>	

Goal 3	To improve student wellbeing.
12-month target 3.1 target	To decrease the average number of days absence per student per year from 24 days (2022) to 21 days.
12-month target 3.2 target	To increase the percentage positive response on the Attitudes to School Survey for: Teacher concern from 37% (2023) to 42% Sense of connectedness from 54% (2023) to 58% Effective teaching time from 60% (2023) to 64%
12-month target 3.3 target	To increase the percentage positive response on the Parent Opinion Survey for: Promoting positive behaviour from 63% (2022) to 68% Confidence and resiliency skills from 63% (2022) to 65%
12-month target 3.4 target	To increase the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46% (2023) to 50%.
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop the whole school approach to wellbeing, inclusion and engagement through systematic and responsive structures and processes.
Actions	House Leaders to develop an engagement and wellbeing handbook for all staff to promote consistency and clarify agreed processes. This will include relevant policies, staff and student expectations and practical implementation such as effective recording and referral processes. It will also outline the principles of key policies and practices such as SWPBS, Respectful Relationships, restorative justice and the Berry St model. House Teams to ensure the provision of meeting time, professional learning, individual coaching and development of resources to support staff capacity to continually improve student management, engagement and wellbeing. Houses to continue to develop support materials and processes for staff such as Engagement Profiles for Tier 2 students and a digital platform of alternative learning programs and options. Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including

	<p>SWC's, Mental Health Practitioner, Youth Worker, psychologists, Doctors in Schools program and Health Promotion Nurse to provide a comprehensive system of student support programs, activities and services to support mental health and wellbeing.</p>								
<p>Outcomes</p>	<p>Staff notice an improvement in consistency and clarity of key student management and wellbeing processes, such as refreshment of SWPBS approaches and clearer documentation and communication. SWPBS materials and structures have been refreshed and embedded.</p> <p>Staff feel a positive reinforcement of their skills and knowledge relating to student management and engagement.</p> <p>Improved use of individualized student data and case management approaches can be seen in House meetings, leading to more effective interventions and coordinated approaches to Tier 2 & 3 students.</p> <p>House Leaders and Coordinators have all undertaken specific professional development in assessing and supporting low level wellbeing issues and consistent processes and protocols are evident across all Houses. All teachers have been involved in professional learning sessions focused on priority wellbeing issues.</p> <p>Sustainable systems, programs and processes have been further refined, including scheduling, record-keeping and student communication mechanisms, to facilitate effective collaboration across all wellbeing staff. Relationships with external agencies have become even more coherent and efficient.</p>								
<p>Success Indicators</p>	<p>Improved documentation such as the Engagement and Wellbeing Handbook have been developed and implemented.</p> <p>There is evidence of new strategies and documentation being effectively used by staff, such as Student Engagement Profiles and refreshed Individual Learning Plans.</p> <p>Survey and anecdotal data from staff reports improved capacity in understanding and dealing with targeted student wellbeing and management issues.</p> <p>There is continued improvement in the learning climate of classrooms and the general school environment as shown by the targeted factors in ATOSS and the Parent Opinion Survey. Incidences of upstander behaviour, altruism and positive behaviours have increased as shown by success passes and Compass data.</p>								
<p>Activities</p>	<table border="1"> <thead> <tr> <th data-bbox="1291 1224 1382 1600">People responsible</th> <th data-bbox="1291 835 1382 1224">Is this a PL priority</th> <th data-bbox="1291 384 1382 835">When</th> <th data-bbox="1291 119 1382 384">Activity cost and funding streams</th> </tr> </thead> <tbody> <tr> <td colspan="4" data-bbox="1291 119 1382 1600" style="height: 100px;"></td> </tr> </tbody> </table>	People responsible	Is this a PL priority	When	Activity cost and funding streams				
People responsible	Is this a PL priority	When	Activity cost and funding streams						

<p>To maintain a high level of leadership and support positions in the Houses to provide professional learning, coaching, materials and resources to support improved student management and engagement.</p>	<p><input checked="" type="checkbox"/> House leaders <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>\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Increased time for House Leaders to develop approaches and resources to better support Tier 2 students.</p>	<p><input checked="" type="checkbox"/> House leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>
<p>Budget for professional learning and coaching to improve skills of House personnel and targeted teachers in terms of student management and engagement.</p>	<p><input checked="" type="checkbox"/> House leaders</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Maintain a strong Wellbeing Team and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team and with the Houses. Includes an additional full-time counselling/social work position.</p>	<p><input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$98,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>		<p>Further enhance formal and informal structures to engage with and respond to the full range of student perspectives and feedback.</p>		

Actions	<p>A student agency focus will be enhanced or added to all engagement and wellbeing documentation, resources and professional learning.</p> <p>Student Leadership opportunities in the engagement and wellbeing area will be expanded and systems, such as student forums, will be established to gather student views on relevant issues and policies. Opportunities will be created to expand student-led approaches, such as the Resilience Survey, the ATOSS surveys and teacher feedback mechanisms.</p>															
Outcomes	<p>Teachers notice an improvement in student self-regulation and resilience in their learning and behaviour, such as improved goal-setting, responding to feedback, identifying a significant other and independent help-seeking.</p> <p>Students can articulate and demonstrate a stronger understanding of the concepts of resilience, self-regulation and effort.</p> <p>Students will have a wider range of opportunities to give feedback and suggestions on their wellbeing and management.</p>															
Success Indicators	<p>All wellbeing and engagement documentation and resources will demonstrate a strengthened focus on student agency.</p> <p>Teachers survey and anecdotal data will demonstrate an improvement in students being able to articulate and act on their own agency.</p> <p>Survey data such as ATOSS and Parent Opinion Survey, show an improvement in the targeted factors.</p>															
Activities	<table border="1"> <thead> <tr> <th data-bbox="894 119 995 384">Activity cost and funding streams</th> <th data-bbox="894 384 995 642">When</th> <th data-bbox="894 642 995 831">Is this a PL priority</th> <th data-bbox="894 831 995 1224">People responsible</th> <th data-bbox="894 1224 995 1608"></th> </tr> </thead> <tbody> <tr> <td data-bbox="995 119 1096 384">\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used</td> <td data-bbox="995 384 1096 642">from: Term 1 to: Term 4</td> <td data-bbox="995 642 1096 831"><input type="checkbox"/> PLP Priority</td> <td data-bbox="995 831 1096 1224"><input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team</td> <td data-bbox="995 1224 1096 1608">Budget allocated to support House and Wellbeing Teams to refresh and create documents, policies, professional learning and resources to reflect a stronger emphasis on student agency.</td> </tr> <tr> <td data-bbox="1096 119 1196 384">\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used</td> <td data-bbox="1096 384 1196 642">from: Term 1 to: Term 4</td> <td data-bbox="1096 642 1196 831"><input type="checkbox"/> PLP Priority</td> <td data-bbox="1096 831 1196 1224"><input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team</td> <td data-bbox="1096 1224 1196 1608">Budget allocates to support House and Wellbeing Teams will ensure that there are more opportunities for student leadership and student-led activities.</td> </tr> </tbody> </table>	Activity cost and funding streams	When	Is this a PL priority	People responsible		\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	Budget allocated to support House and Wellbeing Teams to refresh and create documents, policies, professional learning and resources to reflect a stronger emphasis on student agency.	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	Budget allocates to support House and Wellbeing Teams will ensure that there are more opportunities for student leadership and student-led activities.
Activity cost and funding streams	When	Is this a PL priority	People responsible													
\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	Budget allocated to support House and Wellbeing Teams to refresh and create documents, policies, professional learning and resources to reflect a stronger emphasis on student agency.												
\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used	from: Term 1 to: Term 4	<input type="checkbox"/> PLP Priority	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	Budget allocates to support House and Wellbeing Teams will ensure that there are more opportunities for student leadership and student-led activities.												

<p>KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and strengthen active partnerships with specialist services, education providers and community organisations to enhance support to students.</p>
<p>Actions</p>	<p>We will greatly expand the range of targeted programs and extracurricular activities to better engage Tier 2 students. This includes the establishment of a range of new positions such as a Youth Programs Worker, Extracurricular Coordinator and support for a range of new clubs.</p> <p>To implement the new Disability Inclusion policies and processes by expanding the number of support positions such as a DI Coordinator, an extra social worker and to establish a budget to employ an expanded range of external professionals and allied health professionals.</p> <p>To establish several new positions and subjects, particularly at Year 10 and in the Vocational Major program, to expand the range of community organizations, volunteer opportunities and project providers to enhance support to students.</p> <p>Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including SWC's, Mental Health Practitioner, Youth Worker, psychologists, Doctors in Schools program and Health Promotion Nurse to provide a comprehensive system of student support programs, activities and services to support mental health and wellbeing.</p> <p>To develop even more comprehensive connections and relationships between our Wellbeing Team and the network SSS service and external agencies to better address the needs of Tier 3 students.</p>
<p>Outcomes</p>	<p>A greatly expanded range of wellbeing intervention programs have been conducted to support identified students, with outcomes evaluated through student and staff feedback.</p> <p>The new Youth Worker position is embedded and has expanded the range of support for Tier 2 students.</p> <p>The new positions of responsibility and targeted subjects at Year 10 and in the Vocational Major program have expanded the range of community organizations, volunteer opportunities and project providers as shown by survey data and evaluation by staff.</p> <p>Sustainable systems, programs and processes have been strengthened, including scheduling, record-keeping and student communication mechanisms, to facilitate effective collaboration across all wellbeing staff. Relationships with external agencies have become even more coherent and efficient.</p>

Success Indicators	<p>The Disability Inclusion program has been successfully introduced and appropriate documentation, processes and protocols have been developed.</p> <p>Survey data and evaluation processes have shown an increased level of community and external provider interaction.</p> <p>Student and staff surveys and focus groups, as well as qualitative data, demonstrate a positive expansion in the range of wellbeing and engagement intervention programs.</p> <p>There has been an increase in the percentage of Year 7–10 students who are considered Ready to Learn on the Resilience Survey from 46%.</p> <p>There are improvements in the positive response rate to the targeted factors in AToSS and the Parent Opinion Survey .</p>						Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
	Employment of a Youth Programs Worker to develop and expand the range of targeted intervention programs for Tier 2 students.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$83,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used						
	Expanded range of intervention and support programs for Tier 2 students, including expansion of interest-based clubs, intervention program delivery, music therapy,	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used						
	Expanded range of intervention programs and professional learning on mental health and student wellbeing.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,598.03 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which						

<p>Several new positions have been added to the Applied Learning program to expand opportunities for external and community engagement for Tier 2 students.</p>	<p><input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>may include DET funded or free items</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p>\$18,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$750,423.26	\$350,000.00	\$400,423.26
Disability Inclusion Tier 2 Funding	\$401,967.49	\$469,000.00	-\$67,032.51
Schools Mental Health Fund and Menu	\$127,598.03	\$127,598.03	\$0.00
Total	\$1,279,988.78	\$946,598.03	\$333,390.75

Activities and milestones – Total Budget

Activities and milestones	Budget
Maintain a strong Teaching and Learning Team which will develop and implement an annual plan of professional learning, documentation, coaching to ensure implementation of priority areas	\$140,000.00
Provision of a Curriculum Implementation budget to allow for teacher time release, professional learning and resources to support priority areas	\$40,000.00
Provision of support and resources for PLT processes including support from T & L team, provision of time release for coaching and observation.	\$20,000.00
Implement a professional learning program for teachers based around the Science of Learning theory, including consultancy, resources and specific PD activities.	\$10,000.00
T & L Team will work with KLA Leaders on improving student agency in assessment and provision of clearer, more actionable feedback through provision of professional	\$20,000.00

learning, coaching, PLT projects and development of support documentation.	
A new teacher feedback mechanism for students will be developed and implemented by relevant Leading Teachers.	\$20,000.00
T & L and Curriculum Teams will produce policy, curriculum documentation and student tools to support enhanced learner agency in our classroom practice.	\$6,000.00
Learner agency will be a key focus in all professional learning, PLT processes and curriculum documentation work.	\$4,000.00
Establishment of several new positions of responsibility to support curriculum development and coordination of intervention programs in this priority area: Leading Teacher - Individual Learning Needs Development of differentiated curriculum (4 PORs)	\$78,000.00
Budget established to bring in external professionals and allied health for consultancy and professional learning.	\$30,000.00
Continuation of Language Support Program to support students with identified severe language disorders.	\$80,000.00
Expand the Disability Inclusion Team to include a new Leading Teacher position and an ES Coordinator.	\$88,000.00
To maintain a high level of leadership and support positions in the Houses to provide professional learning, coaching, materials and resources to support improved student management and engagement.	\$60,000.00
Increased time for House Leaders to develop approaches and resources to better support Tier 2 students.	\$50,000.00
Budget for professional learning and coaching to improve skills of House personnel and targeted teachers in terms of student management and engagement.	\$15,000.00
Maintain a strong Wellbeing Team and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service	\$98,000.00

delivery across the team and with the Houses. Includes an additional full-time counselling/social work position.		
Budget allocated to support House and Wellbeing Teams to refresh and create documents, policies, professional learning and resources to reflect a stronger emphasis on student agency.	\$5,000.00	
Budget allocates to support House and Wellbeing Teams will ensure that there are more opportunities for student leadership and student-led activities.	\$10,000.00	
Employment of a Youth Programs Worker to develop and expand the range of targeted intervention programs for Tier 2 students.	\$83,000.00	
Expanded range of intervention and support programs for Tier 2 students, including expansion of interest-based clubs, intervention program delivery, music therapy,	\$30,000.00	
Expanded range of intervention programs and professional learning on mental health and student wellbeing.	\$29,598.03	
Several new positions have been added to the Applied Learning program to expand opportunities for external and community engagement for Tier 2 students.	\$18,000.00	
Totals	\$934,598.03	

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maintain a strong Teaching and Learning Team which will develop and implement an annual plan of professional learning, documentation, coaching to ensure implementation of priority areas	from: Term 1 to: Term 4	\$140,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Provision of a Curriculum Implementation budget to allow for teacher time release, professional learning and resources to support priority areas	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Provision of support and resources for PLT processes including support from T & L team, provision of time release for coaching and observation.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Implement a professional learning program for teachers based around the Science of Learning theory, including consultancy, resources and specific PD activities.	from: Term 2 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other External consultancy
T & L Team will work with KLA Leaders on improving student agency in assessment and provision of clearer, more actionable feedback through provision of professional learning, coaching, PLT projects and development of support documentation.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
A new teacher feedback mechanism for students will be developed and implemented by relevant Leading Teachers.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Purchase of software package
T & L and Curriculum Teams will produce policy, curriculum documentation and student tools to support enhanced learner agency in our classroom practice.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Learner agency will be a key focus in all professional learning, PLT	from: Term 1	\$4,000.00	<input checked="" type="checkbox"/> CRT

processes and curriculum documentation work.	to: Term 4			
To maintain a high level of leadership and support positions in the Houses to provide professional learning, coaching, materials and resources to support improved student management and engagement.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing	
Budget for professional learning and coaching to improve skills of House personnel and targeted teachers in terms of student management and engagement.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	
Budget allocated to support House and Wellbeing Teams to refresh and create documents, policies, professional learning and resources to reflect a stronger emphasis on student agency.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	
Budget allocates to support House and Wellbeing Teams will ensure that there are more opportunities for student leadership and student-led activities.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other External program provider	
Totals		\$350,000.00		

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Establishment of several new positions of responsibility to support curriculum development and coordination of intervention programs in this priority area: Leading Teacher - Individual Learning Needs Development of differentiated curriculum (4 PORs)</p>	<p>from: Term 1 to: Term 4</p>	<p>\$78,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Leading teacher • Classroom teacher
<p>Budget established to bring in external professionals and allied health for consultancy and professional learning.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p>	<p><input checked="" type="checkbox"/> Other workforces to support students with disability</p> <ul style="list-style-type: none"> • Speech pathologists • Occupational therapy • Psychologists • Professional services (inclusive education related services)
<p>Continuation of Language Support Program to support students with identified severe language disorders.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$80,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Education support staff
<p>Expand the Disability Inclusion Team to include a new Leading Teacher position and an ES Coordinator.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$88,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Leading teacher • Education support staff
<p>Increased time for House Leaders to develop approaches and resources to better support Tier 2 students.</p>	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> • Leading teacher
<p>Employment of a Youth Programs Worker to develop and expand the range of targeted intervention programs for Tier 2 students.</p>	<p>from: Term 1</p>	<p>\$85,000.00</p>	<p><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p>

	to: Term 4		<ul style="list-style-type: none"> Education support staff
Expanded range of intervention and support programs for Tier 2 students, including expansion of interest-based clubs, intervention program delivery, music therapy,	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Classroom teacher <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none">
Several new positions have been added to the Applied Learning program to expand opportunities for external and community engagement for Tier 2 students.	from: Term 1 to: Term 4	\$18,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Classroom teacher
Totals		\$469,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Maintain a strong Wellbeing Team and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team and with the Houses. Includes an additional full-time counselling/social work position.	from: Term 1 to: Term 4	\$98,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students

Expanded range of intervention programs and professional learning on mental health and student wellbeing.	from: Term 1 to: Term 4	\$29,598.03	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ CRT to release staff member ○ Program delivered in school by external service provider
Totals		\$127,598.03	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Totals			\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Maintain a strong Teaching and Learning Team which will develop and implement an annual plan of professional learning, documentation, coaching to ensure implementation of priority areas	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Provision of a Curriculum Implementation budget to allow for teacher time release, professional learning and resources to support priority areas	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provision of support and resources for PLT processes including support from T & L team, provision of time release for coaching and observation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Implement a professional learning program for teachers based around the Science of Learning theory, including consultancy, resources and specific PD activities.</p>	<p><input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 2 to: Term 3</p>	<p><input checked="" type="checkbox"/> Collaborative inquiry/action research team</p>	<p><input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p><input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Jared Cooney-Horvath</p>	<p><input checked="" type="checkbox"/> On-site</p>
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