

2022 Annual Implementation Plan

for improving student outcomes

Stawell Secondary College (8731)



Submitted for review by Carlos Lopez (School Principal) on 23 November, 2021 at 02:20 PM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 25 February, 2022 at 11:13 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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	While Stawell SC has seen a cultural transformation over the last three years, there has been a lag on the effects of these cultural changes on student outcomes. PLC strategy in 2021 has empowered many staff to take on the challenge of a collaborative improvement in their own practice. To this end, the PLC leaders will embark on a new phase of improvement cycles using FISO 2.0 in order to improve student outcomes in numeracy and literacy across the school. Many of the self assessments were conservative placed by staff on the EVOLVING section. However, leadership and the emerging leaders team believe this is possibly a conservative estimate of our schools current capacity.
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Considerations for 2022	The building project will have a significant impact on the physical spaces and student resilience. The PLC group is also considering further development in leading PLC through what may become a challenging 2022. Wellbeing strategies for teachers are being rolled out in 2022 in order to equip teachers with the cognitive nutrients which may see them overcome challenges in 2022.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student wellbeing.
Target 2.1	By 2023, the percentage of students who provide positive responses on the AToSS: <ul style="list-style-type: none"> • increases from 57% (2019) to 70% (2023) in sense of confidence • increases from 52% (2019) to 65% (2023) in resilience • increases from 48% (2019) to 65% (2023) in sense of connectedness
Target 2.2	By 2023, the percentage of parents who provide positive response on the POS: <ul style="list-style-type: none"> • Increases from 52% (2019) to 65% (2023) in promoting positive behaviour

Target 2.3	<p>By 2023, the percentage of staff who provide positive responses on the SSS:</p> <ul style="list-style-type: none"> • Increases from 28% to 50% in collective efficacy • Increases from 39% to 60% in staff trust in colleagues
Key Improvement Strategy 2.a Vision, values and culture	To build a positive school culture through the development and implementation of an agreed vision and values.
Key Improvement Strategy 2.b Vision, values and culture	To build a positive school culture through the development and implementation of an agreed vision and values.
Key Improvement Strategy 2.c Empowering students and building school pride	To teach and promote student pathways and careers.
Key Improvement Strategy 2.d Empowering students and building school pride	To teach and promote student pathways and careers.
Key Improvement Strategy 2.e Health and wellbeing	To embed a consistent wellbeing and resilience model throughout the school community.
Key Improvement Strategy 2.f Health and wellbeing	To embed a consistent wellbeing and resilience model throughout the school community.
Goal 3	To improve student achievement in all learning areas at all year levels.
Target 3.1	By 2023, the percentage of students at or above the benchmark growth in NAPLAN:

	<p>(a) increases from 75% (2019) to 80% (2023) in reading</p> <p>(b) increases from 66% (2019) to 75% (2023) in writing</p> <p>(c) increases from 81% (2019) to 85% (2023) in numeracy</p>
Target 3.2	<p>By 2023, the percentage of students in the top two bands in NAPLAN</p> <p>(a) increases from 22% (2019) to 30% (2023) in reading</p> <p>(b) increases from 3% (2019) to 20% (2023) in writing</p> <p>(c) increases from 14% (2019) to 25% (2023) in numeracy</p>
Target 3.3	<p>By 2023, the VCE mean study score increases from 23.13 (2019) to at least 27.00 (2023)</p>
Target 3.4	<p>By 2023, the percentage of staff who are positive on the SSS for guaranteed and viable curriculum increases from 18% (2019) to at least 50% (2023)</p>
Key Improvement Strategy 3.a Curriculum planning and assessment	<p>To develop, document and implement a guaranteed and viable curriculum.</p>
Key Improvement Strategy 3.b Curriculum planning and assessment	<p>To develop, document and implement a guaranteed and viable curriculum.</p>

Key Improvement Strategy 3.c Building practice excellence	To develop and implement a culture of consistency of teaching practice.
Key Improvement Strategy 3.d Building practice excellence	To develop and implement a culture of consistency of teaching practice.
Key Improvement Strategy 3.e Curriculum planning and assessment	To build teacher capability to utilise data and a range of assessment strategies.
Key Improvement Strategy 3.f Curriculum planning and assessment	To build teacher capability to utilise data and a range of assessment strategies.
Goal 4	To enhance the active participation of students in their learning.
Target 4.1	By 2023, the average number of student absences decreases from 26.9 (2019) to 23.0 (2023)
Target 4.2	By 2023, the percentage of students who provide positive responses on the AToSS: (a) increases from 41% (2019) to 60% (2023) in student voice and agency (b) increases from 48% (2019) to 60% (2023) in stimulated learning (c) increases from 52% (2019) to 60% (2023) in motivation and interest (d) increases from 51% (2019) to 60% (2023) in differentiated learning challenge
Key Improvement Strategy 4.a Empowering students and building school pride	To develop and implement an authentic student voice and agency strategy across the college.

<p>Key Improvement Strategy 4.b Empowering students and building school pride</p>	<p>To develop and implement an authentic student voice and agency strategy across the college.</p>
<p>Key Improvement Strategy 4.c Evidence-based high-impact teaching strategies</p>	<p>To develop teacher capacity to deliver a differentiated and stimulating curriculum.</p>
<p>Key Improvement Strategy 4.d Evidence-based high-impact teaching strategies</p>	<p>To develop teacher capacity to deliver a differentiated and stimulating curriculum.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>2.4 - By 2022, the percentage of staff who are positive on the SSS for guaranteed and viable curriculum (learning program) increases from ? (2021) to 40% in 2022.</p> <p>2.1 - By 2022, the percentage of students at or above the benchmark growth in NAPLAN: increases from 57% (2021) to 70% (2022) in Reading c. increases from 58% (2021) to 70% (2022) in Numeracy</p> <p>2.3 - By 2022, the VCE median study score increases from ? (2021) to 26 (2022).</p> <p>3.2 - By 2022, the percentage of students who provide positive responses on the Attitudes to School student survey: increases from 43% (2021) to 52% (2022) in Stimulated Learning</p>

To improve student wellbeing.	No	<p>By 2023, the percentage of students who provide positive responses on the AToSS:</p> <ul style="list-style-type: none"> • increases from 57% (2019) to 70% (2023) in sense of confidence • increases from 52% (2019) to 65% (2023) in resilience • increases from 48% (2019) to 65% (2023) in sense of connectedness 	
		<p>By 2023, the percentage of parents who provide positive response on the POS:</p> <ul style="list-style-type: none"> • Increases from 52% (2019) to 65% (2023) in promoting positive behaviour 	
		<p>By 2023, the percentage of staff who provide positive responses on the SSS:</p> <ul style="list-style-type: none"> • Increases from 28% to 50% in collective efficacy • Increases from 39% to 60% in staff trust in colleagues 	
To improve student achievement in all learning areas at all year levels.	No	<p>By 2023, the percentage of students at or above the benchmark growth in NAPLAN:</p> <p>(a) increases from 75% (2019) to 80% (2023) in reading</p>	

		(b) increases from 66% (2019) to 75% (2023) in writing (c) increases from 81% (2019) to 85% (2023) in numeracy	
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		By 2023, the VCE mean study score increases from 23.13 (2019) to at least 27.00 (2023)	
		By 2023, the percentage of staff who are positive on the SSS for guaranteed and viable curriculum increases from 18% (2019) to at least 50% (2023)	
To enhance the active participation of students in their learning.	No	By 2023, the average number of student absences decreases from 26.9 (2019) to 23.0 (2023)	
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		<p>(a) increases from 41% (2019) to 60% (2023) in student voice and agency</p> <p>(b) increases from 48% (2019) to 60% (2023) in stimulated learning</p> <p>(c) increases from 52% (2019) to 60% (2023) in motivation and interest</p> <p>(d) increases from 51% (2019) to 60% (2023) in differentiated learning challenge</p>	
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12 Month Target 1.1	<p>2.4 - By 2022, the percentage of staff who are positive on the SSS for guaranteed and viable curriculum (learning program) increases from ? (2021) to 40% in 2022.</p> <p>2.1 - By 2022, the percentage of students at or above the benchmark growth in NAPLAN: increases from 57% (2021) to 70% (2022) in Reading c. increases from 58% (2021) to 70% (2022) in Numeracy</p> <p>2.3 - By 2022, the VCE median study score increases from ? (2021) to 26 (2022).</p> <p>3.2 - By 2022, the percentage of students who provide positive responses on the Attitudes to School student survey: increases from 43% (2021) to 52% (2022) in Stimulated Learning</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Develop school wide guaranteed and viable curriculum, embedding literacy and numeracy strategies. Establish PLCs structures to support teacher collaboration and reflection, to strengthen teaching practice for learning extension and catch up. Implement TLI and MYLNS initiative in 2022

Outcomes	<p>Teachers will have increased levels of confidence in what they are teaching and meeting their students' needs. Teachers will develop curriculum collaboratively and evaluate and reflect regularly. Students will know how lessons are structured and how this supports their learning. Students will report higher levels of confidence with their learning.</p>			
Success Indicators	<p>Early Indicators: Classroom observations and learning walks. Teacher records and observations of student progress. Termly review of IEPs will show student progress against their goals.</p> <p>Late Indicators: Differentiated curriculum documents on the G Drive. Evidence of cross curriculum activities. Measure PLC progress using the Team Matrix. NAPLAN, AToSS, SSS and VCE results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop a shared understanding of the department definition and understanding of what a guaranteed and viable curriculum is.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</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

Review the professional calendar and update to prioritise collaboration time in PLCs and teaching teams.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes and protocols for working collaboratively within teams.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build on peer observation processes in place.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> PLC Leaders			<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
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,433.30 <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
Professional learning for leaders to support teacher learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,458.20 <input checked="" 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
Build staff capacity to understand and implement interventions and additional support for learning catch up and extension (i.e. IEPs/TLI/MYLNLS).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$340.00 <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
Develop a clear process for the creation, implementation and review of IEPs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$144.00 <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
PDs on staff capacity to provide targeted learning at the point of student need within the curriculum.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> PLC Leaders		to: Term 3	<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
Building the capacity of the learning specialists for literacy and numeracy, including visits to other schools and Bastow PL.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <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
Schedule and organise professional learning on embedding numeracy and literacy across curriculum areas, and allocate time for teachers to plan for implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a 5 week improvement cycle within the English faculty to develop, implement and review a unit of work incorporating strategies for numeracy and literacy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage and prioritise the Victorian Curriculum for learning and assessment.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish and implement a Staff Wellbeing program to increase staff trust and efficacy Launch and implement a whole school value system in association with the School Wide Positive Behaviour Support Framework			
Outcomes	Increase sense of connectedness with staff and students to our school community Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing Increased opportunities for staff collaboration, professional development, data sharing and cross curricular initiatives Teachers will implement and provide consistent whole school positive behaviour practices Teachers and leaders will establish and implement the whole school scope and sequence wellbeing program Teachers and leaders will establish and explicitly teach whole school value framework Students will have a stronger relationship with peers and staff			
Success Indicators	EARLY INDICATORS Visual representations of school values across the school Anecdotal evidence (discourse analysis) of verbal interactions between staff and students (values based) Capturing feedback of minutes of Student Leadership, staff and PLC meetings Verbal interactions between staff about students related to values Decrease in behaviour referrals via XUNO (school management tool) Staff sharing of professional learning LATE INDICATORS Attitudes to school survey Staff opinion survey Parent Perception Survey Resilience Survey Attendance data Behaviour referrals			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Investigate appropriate options for whole staff wellbeing approach (Black Dog, Anna Glynn)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
Establish whole staff wellbeing program	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use DET Wellbeing Tool(s) such as Mental Health Planning Tool	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
employ Mental Health Practitioner	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$55,000.00 <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
Promote Wellbeing and Mental Health within our community	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Design Whole School Values Framework	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input checked="" 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
Launch (with celebration) whole school values framework involving year 6 2022 students from feta primary schools, GCH, local agencies, local schools	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" 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
Review Whole School Values Framework through data-based decision making and student focus groups	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design visual representation of School Wide Value	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole staff professional development on positive behaviour strategies fortnightly	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <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
Review whole school 'tap in, tap out' process in managing students behaviour	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Feedback and review from student and family cohort as to the effectiveness of IEP implementation termly	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Review the professional calendar and priorities whole school staff improvements</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</p>	<p>\$0.00</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>Increase transition engagement with feeder primary schools on a continual basis to increase engagement and connection with year 5 and 6 students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$3,000.00</p> <ul style="list-style-type: none"> <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$282,000.00	\$282,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$24,226.00	\$24,226.00	\$0.00
Total	\$306,226.00	\$306,226.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Build on peer observation processes in place.	\$1,000.00
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	\$2,433.30
Professional learning for leaders to support teacher learning.	\$1,458.20
Build staff capacity to understand and implement interventions and additional support for learning catch up and extension (i.e. IEPs/TLI/MYLNLS).	\$340.00
Develop a clear process for the creation, implementation and review of IEPs.	\$144.00
Building the capacity of the learning specialists for literacy and numeracy, including visits to other schools and Bastow PL.	\$1,000.00
Investigate appropriate options for whole staff wellbeing approach (Black Dog, Anna Glynn)	\$15,000.00

Design Whole School Values Framework	\$30,000.00
Launch (with celebration) whole school values framework involving year 6 2022 students from feta primary schools, GCH, local agencies, local schools	\$5,000.00
Whole staff professional development on positive behaviour strategies fortnightly	\$2,000.00
Increase transition engagement with feeder primary schools on a continual basis to increase engagement and connection with year 5 and 6 students	\$3,000.00
Totals	\$61,375.50

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Build on peer observation processes in place.	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
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional learning for leaders to support teacher learning.	from: Term 1 to: Term 3	\$14,226.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

Build staff capacity to understand and implement interventions and additional support for learning catch up and extension (i.e. IEPs/TLI/MYLNLS).	from: Term 1 to: Term 3	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Develop a clear process for the creation, implementation and review of IEPs.	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <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
Building the capacity of the learning specialists for literacy and numeracy, including visits to other schools and Bastow PL.	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Investigate appropriate options for whole staff wellbeing approach (Black Dog, Anna Glynn)	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
Design Whole School Values Framework	from: Term 1 to: Term 2	\$5,774.00	<input checked="" type="checkbox"/> CRT
Launch (with celebration) whole school values framework involving year 6 2022 students from feta primary schools, GCH, local agencies, local schools	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Other Resources and materials
Whole staff professional development on positive behaviour strategies fortnightly	from: Term 2	\$2,000.00	<input checked="" type="checkbox"/> CRT

	to: Term 2		
Increase transition engagement with feeder primary schools on a continual basis to increase engagement and connection with year 5 and 6 students	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Materials & Resources
Totals		\$152,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning for leaders to support teacher learning.	from: Term 1 to: Term 3	\$0.00	
Design Whole School Values Framework	from: Term 1 to: Term 2	\$24,226.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Staff Release Teacher

Launch (with celebration) whole school values framework involving year 6 2022 students from feta primary schools, GCH, local agencies, local schools	from: Term 1 to: Term 2	\$0.00	
Totals		\$24,226.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Intervention Staffing Support	\$130,000.00
Totals	\$130,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Intervention Staffing Support	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$130,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Intervention Staffing Support	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Intervention Staffing Support	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning for leaders to support teacher learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Build staff capacity to understand and implement interventions and additional support for learning catch up and extension (i.e. IEPs/TLI/MYLNLS).	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher 					
PDs on staff capacity to provide targeted learning at the point of student need within the curriculum.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<input checked="" type="checkbox"/> Communities of Practice	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative 	<input checked="" type="checkbox"/> On-site
Building the capacity of the learning specialists for literacy and numeracy, including visits to other schools and Bastow PL.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<input checked="" type="checkbox"/> On-site

Schedule and organise professional learning on embedding numeracy and literacy across curriculum areas, and allocate time for teachers to plan for implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Investigate appropriate options for whole staff wellbeing approach (Black Dog, Anna Glynn)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Whole staff professional development on positive behaviour strategies fortnightly	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site