

# 2022 Annual Implementation Plan

## for improving student outcomes



Narre Warren South P-12 College (8839)

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

<b>Leadership</b>	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embedding
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
<b>Enter your reflective comments</b>	2021 was another year disrupted significantly by the COVID-19 pandemic. With 16 weeks of remote learning, many of our strategic plan goals and 12-month targets were no longer measurable. although we achieved pleasing NAPLAN results As a College we made significant progress towards our Key Improvement Strategies, particularly related to Learning Catch Up and Extension and supporting student wellbeing. Despite the challenges faced throughout 2021, our students, staff and school community continued to work together to achieve exemplary outcomes for our students.	

<b>Considerations for 2022</b>	In alignment with FISO 2.0 and the 2022 DET goal and Key Improvement Strategies focused on Learning and Wellbeing, we will align our resourcing and targets with these two areas. Both Learning and Wellbeing continue to be strength areas for the College, and we will continue an intensive focus on differentiation to cater for student needs and will expand opportunities for student engagement in all aspects of College life. A focus on student engagement and wellbeing will again be a priority throughout 2022 as we continue to embed and expand our SWPBS program.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; 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>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> 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
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To maximise the learning growth and achievement of every student
<b>Target 2.1</b>	<p>The 2022 NAPLAN, or similar benchmarking data, for Years 3, 5 and 9 has an increase of three per cent in the top two Bands for Reading, Writing and Numeracy, compared with 2018.</p> <ul style="list-style-type: none"> <li>• <i>Year 3 in 2018: Reading: 48%; Writing: 67%; Numeracy: 36%</i></li> <li>• <i>Year 5 in 2018: Reading: 30%; Writing: 18%; Numeracy: 28%</i></li> <li>• <i>Year 9 in 2018: Reading: 11%; Writing: 10%; Numeracy: 25%</i></li> </ul>
<b>Target 2.2</b>	In 2022, there is at least a 70 per cent correlation between teacher judgements and NAPLAN in both Numeracy (vs Number and Algebra) and for Reading (vs Reading and Viewing) in Years 3, 5, 7 and 9.

Target 2.3	VCE adjusted scores in 2021 are at least “+2” across every study (see VASS Report 10)
Target 2.4	<p>SSS data in 2021 shows more than 80 per cent positive endorsement for Principal Class Officers (PCOs) and teachers for:</p> <ul style="list-style-type: none"> <li>● Academic emphasis</li> <li>● Use student feedback to improve practice</li> <li>● Plan differentiated learning activities, and</li> <li>● Understand formative assessment.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed differentiation into all curriculum documentation, planning and classroom practice
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Build the capacity of teachers to collect, analyse and effectively use data to improve student outcomes
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build student capacity to monitor their own learning growth over time
Goal 3	To strengthen student voice and agency
Target 3.1	<p>The 2022 AToSS data shows more than 85 per cent positive endorsement by Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>● Sense of confidence 2018: 82%</li> <li>● Differentiated learning challenge 2018: 79%</li> <li>● Self-regulation and goal setting, 2018: 84% and</li> </ul>

	<ul style="list-style-type: none"> <li>• Student voice and agency.2018: 74%</li> </ul>
<b>Target 3.2</b>	<p>The 2021 POS data shows more than 85 per cent positive endorsement 4 year average for:</p> <ul style="list-style-type: none"> <li>• Student motivation and support 2018:91%</li> <li>• Stimulating learning environment,2018: 92% and</li> <li>• Student agency and voice.2018: 91%</li> </ul>
<b>Target 3.3</b>	<p>SSS data for 2022 shows more than 90 per cent positive endorsement of PCO and teachers for:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals 2018: 83%; and</li> <li>• Believe student engagement is key to learning 2018: 89%.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners
<b>Goal 4</b>	To further develop the resilience and social and emotional learning of every student

<b>Target 4.1</b>	<p>AToSS data for 2022 shows more than 85 per cent positive endorsement of Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>● Resilience 2018: 79%</li> <li>● High expectations of success 2018: 87%</li> <li>● Respect for diversity 2018: 72%, and</li> <li>● Teacher concern 2018: 70%</li> </ul>
<b>Target 4.2</b>	<p>The 2021 POS data shows more than 85 per cent positive endorsement over a 4 year average for:</p> <ul style="list-style-type: none"> <li>● Promoting positive behaviour 2018: 94%</li> <li>● Respect for diversity 2018: 96%, and</li> <li>● Confidence and resiliency skills 2018: 94%.</li> </ul>
<b>Target 4.3</b>	<p>By 2022 there is a reduction of five per cent in the proportion of students who have more than 20 days absence (i.e. a target of 13 per cent for Prep–Year 6; and 17% for Years 7–12).</p>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Develop a School–Wide Positive Behaviour Support (SWPBS) plan, then implement and evaluate it
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Develop partnerships that support student health and wellbeing





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></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>At least 75% of students achieve the expected learning growth in 2022.</p> <p>A minimum of 5% improvement in schoolwide positive endorsement for ATOSS in the following domains:            Resilience - from 71 to 76%            Diversity - from 64 to 70%            Teacher concern - from 59 to 65%</p>
To maximise the learning growth and achievement of every student	No	<p>The 2022 NAPLAN, or similar benchmarking data, for Years 3, 5 and 9 has an increase of three per cent in the top two Bands for Reading, Writing and Numeracy, compared with 2018.</p> <ul style="list-style-type: none"> <li>• Year 3 in 2018: Reading: 48%; Writing: 67%; Numeracy: 36%</li> <li>• Year 5 in 2018: Reading: 30%; Writing: 18%; Numeracy: 28%</li> </ul>	

		<ul style="list-style-type: none"> <li>Year 9 in 2018: Reading: 11%; Writing: 10%; Numeracy: 25%</li> </ul>	
		In 2022, there is at least a 70 per cent correlation between teacher judgements and NAPLAN in both Numeracy (vs Number and Algebra) and for Reading (vs Reading and Viewing) in Years 3, 5, 7 and 9.	
		VCE adjusted scores in 2021 are at least "+2" across every study (see VASS Report 10)	
		<p>SSS data in 2021 shows more than 80 per cent positive endorsement for Principal Class Officers (PCOs) and teachers for:</p> <ul style="list-style-type: none"> <li>Academic emphasis</li> <li>Use student feedback to improve practice</li> <li>Plan differentiated learning activities, and</li> <li>Understand formative assessment.</li> </ul>	
To strengthen student voice and agency	No	<p>The 2022 AToSS data shows more than 85 per cent positive endorsement by Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>Sense of confidence 2018: 82%</li> </ul>	

		<ul style="list-style-type: none"> <li>• Differentiated learning challenge 2018: 79%</li> <li>• Self-regulation and goal setting, 2018: 84% and</li> <li>• Student voice and agency.2018: 74%</li> </ul>	
		<p>The 2021 POS data shows more than 85 per cent positive endorsement 4 year average for:</p> <ul style="list-style-type: none"> <li>• Student motivation and support 2018:91%</li> <li>• Stimulating learning environment,2018: 92% and</li> <li>• Student agency and voice.2018: 91%</li> </ul>	
		<p>SSS data for 2022 shows more than 90 per cent positive endorsement of PCO and teachers for:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals 2018: 83%; and</li> <li>• Believe student engagement is key to learning 2018: 89%.</li> </ul>	
To further develop the resilience and social and emotional learning of every student	No	<p>AToSS data for 2022 shows more than 85 per cent positive endorsement of Years 4–12 students for:</p> <ul style="list-style-type: none"> <li>• Resilience 2018: 79%</li> </ul>	

		<ul style="list-style-type: none"> <li>• High expectations of success 2018: 87%</li> <li>• Respect for diversity 2018: 72%, and</li> <li>• Teacher concern 2018: 70%</li> </ul>	
		<p>The 2021 POS data shows more than 85 per cent positive endorsement over a 4 year average for:</p> <ul style="list-style-type: none"> <li>• Promoting positive behaviour 2018: 94%</li> <li>• Respect for diversity 2018: 96%, and</li> <li>• Confidence and resiliency skills 2018: 94%.</li> </ul>	
		<p>By 2022 there is a reduction of five per cent in the proportion of students who have more than 20 days absence (i.e. a target of 13 per cent for Prep–Year 6; and 17% for Years 7–12).</p>	

<b>Goal 1</b>	<p><b>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;</b>          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>
<b>12 Month Target 1.1</b>	<p>At least 75% of students achieve the expected learning growth in 2022.</p>

	<p>A minimum of 5% improvement in schoolwide positive endorsement for ATOSS in the following domains:  Resilience - from 71 to 76%  Diversity - from 64 to 70%  Teacher concern - from 59 to 65%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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

<b>Goal 1</b>	<b>2022 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	At least 75% of students achieve the expected learning growth in 2022.  A minimum of 5% improvement in schoolwide positive endorsement for ATOSS in the following domains: Resilience - from 71 to 76% Diversity - from 64 to 70% Teacher concern - from 59 to 65%
<b>KIS 1</b> 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
<b>Actions</b>	Use of PLC inquiry cycles in all domains and PLTs to improve staff understanding of data literacy and use of this to inform planning, teaching and learning, especially in Numeracy. A continued focus on differentiation in every classroom to support student learning needs, especially in Numeracy. Revisit and strengthen the use of HITS in classrooms, with a focus on explicit teaching, differentiation and feedback Use of learning walks and collegiate observations to support and build staff collective efficacy and student achievement. Implementation of Tutor Learning Initiative, MYLNS and intervention and extension programs to support student learning needs in both Literacy and Numeracy. Whole school professional learning plan focuses on school priority areas, specifically differentiation, intervention and extension Continue to develop and embed the tutoring program for 2022 in line with Government and DET priorities.
<b>Outcomes</b>	Whole-school: Intervention and Extension programs will support targeted students in Literacy, Numeracy or both areas. Whole-school professional learning will continue to focus on embedding differentiation practices in all classrooms. PLTs will work collaboratively and reflectively using a clear inquiry cycle to identify and respond to student learning needs. Domains and PLTs will meet to engage in reflective, data-informed practice to evaluate and plan curriculum, assessments and lessons. Teachers and support staff will have a consistent understanding of core-curriculum priority areas, particularly Numeracy.

	<p>Students will know how lessons are structured and how this supports their learning especially in Numeracy. Tutoring Learning Initiative program will be further developed and embedded, with a specific focus on Numeracy extension and intervention.</p> <p>Classroom level:          Differentiation (of content, process, product or environment) will support student learning needs in all classrooms. Teachers and tutors will confidently and accurately identify and report on the learning needs of their students, and monitor and respond to their changing needs.          Teachers and tutors will use HITS of differentiation, feedback and explicit teaching to collaboratively plan lessons and units of learning.          Teachers and tutors will consistently and explicitly implement all parts of the school's instructional model in all lessons          Students will experience success in their learning.</p>			
<b>Success Indicators</b>	<p>Learning Walks and Collegiate observation records          Teacher judgement data          Student achievement data, including achievement data for students involved in intervention and extension programs          Evidence of the use of data in PLT inquiry cycles through Domain and PLT minute documentation          Evidence of differentiation built into unit and lesson plans</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>Provide ongoing, targeted professional development for staff on school priority areas, including but not limited to: explicit teaching, differentiation and feedback</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>



Develop and embed Tutor Learning Initiative programs for 2022	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,100,000.00  <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
Further develop and consolidate staff capacity to support and extend students in mainstream classrooms and specialised programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review, redevelop and implement Collegiate Observation model to support staff professional development and collective efficacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

				<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
Provide support and professional development to staff through Domains and PLTs to implement inquiry cycle processes that use moderation practices and student data to inform teaching and learning programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide intervention and extension support programs for targeted students. Inclusive (but not limited to): Primary EAL, Primary Intervention, 7-9 Intervention English, Intervention Maths, Advanced Maths, Accelerated Reading and MYLNS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,950,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Further implement and expand engagement programs for students.  Maintain strength in engagement priorities through sub schools, year levels and home groups.  Embed SWPBS across the college and implement the positive rewards system on Compass.  Ensure all students can re-engage in all aspects of College life.</p>			
<b>Outcomes</b>	<p>Whole school:  Whole school Wellbeing program continues to provide a quality service that meets the needs of all students.  Professional learning delivered during Curriculum Days, Staff Meetings and Team Meetings that develops the capacity of staff to support students effectively at the classroom teacher level.  Continue to embed and expand the SWPBS across the college.  Students re-engage successfully with all aspects of College life.</p> <p>Classroom level:  Learning Walk data shows that teachers are consistently implementing SWPBS language and strategies throughout lessons.  Teachers consistently and confidently reference the SWPBS matrix in their classrooms.  Students have a clear understanding of expected behaviours in all settings across the College.  Teacher efficacy in managing student resilience improved.</p>			
<b>Success Indicators</b>	<p>Student attendance data  ATOSS data  Student focus group feedback  Internal wellbeing referral data and trends  Positive behaviour report data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Review, consolidate and embed SWPBS matrices in all classrooms	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<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
Strengthen and support staff development to consistently implement SWBPS practices in all settings within the school, with a specific focus across P-7.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Provision of engagement programs targeted to support student needs, including Wellbeing programs, Learning Hub and sub-school specific student engagement activities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,050,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" 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
Provide professional learning and development to staff to support student wellbeing, engagement, voice and agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <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
Provide increased opportunities for student voice and agency both within and outside of the classroom to increase student engagement and connection	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <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
Continue to provide targeted wellbeing support and interventions through our Allied Health and Wellbeing team	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,400,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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, redevelop and relaunch College House program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Leadership Coordinator	<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

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,250,000.00	\$2,600,000.00	\$650,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$3,250,000.00</b>	<b>\$2,600,000.00</b>	<b>\$650,000.00</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide intervention and extension support programs for targeted students. Inclusive (but not limited to): Primary EAL, Primary Intervention, 7-9 Intervention English, Intervention Maths, Advanced Maths, Accelerated Reading and MYLNS	\$1,950,000.00
Provision of engagement programs targeted to support student needs, including Wellbeing programs, Learning Hub and sub-school specific student engagement activities	\$1,050,000.00
Continue to provide targeted wellbeing support and interventions through our Allied Health and Wellbeing team	\$1,400,000.00
<b>Totals</b>	<b>\$4,400,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide intervention and extension support programs for targeted students. Inclusive (but not limited to): Primary EAL, Primary Intervention, 7-9 Intervention English, Intervention Maths, Advanced Maths, Accelerated Reading and MYLNS	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
Provision of engagement programs targeted to support student needs, including Wellbeing programs, Learning Hub and sub-school specific student engagement activities	from: Term 1 to: Term 4	\$1,000,000.00	<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
Continue to provide targeted wellbeing support and interventions through our Allied Health and Wellbeing team	from: Term 1 to: Term 4	\$1,400,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$2,600,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$2,600,000.00	



### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Continue to provide targeted wellbeing support and interventions through our Allied Health and Wellbeing team	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Upgrade of ICT devices and introduction of school-based 1:1 device program across Years 4-12.	\$650,000.00
<b>Totals</b>	\$650,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Upgrade of ICT devices and introduction of school-based 1:1 device program across Years 4-12.	from: Term 1 to: Term 4	\$650,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<b>Totals</b>		\$650,000.00	
---------------	--	--------------	--

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide ongoing, targeted professional development for staff on school priority areas, including but not limited to: explicit teaching, differentiation and feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Further develop and consolidate staff capacity to support and extend students in mainstream classrooms and specialised programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Provide support and professional development to staff through Domains and PLTs to implement inquiry cycle processes that use moderation practices and student data to inform teaching and learning programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLT Leaders					
Strengthen and support staff development to consistently implement SWBPS practices in all settings within the school, with a specific focus across P-7.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site