

2022 Annual Implementation Plan

for improving student outcomes

Bayswater Secondary College (7560)



Submitted for review by Elizabeth Swan (School Principal) on 15 March, 2022 at 11:25 AM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 21 March, 2022 at 09:59 AM
Endorsed by Ben Graham-Nellor (School Council President) on 03 May, 2022 at 09:39 AM

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	Our key findings from the review process are that our staff and leadership have a consistent and accurate view of where the College currently sits in terms of the continua. Our process was to conduct an initial reflection as a SIT team, then undertake this with the whole staff in small groups, with consistent findings and rationale for placement on the continua both across and within each group. Collectively, while we feel that we have laid the foundations for sustained growth and improvement in 2021, COVID and lockdowns slowed, but did not stop, progress. Despite a challenging year, we managed to achieve a lot - the best VCE median study score in the last 10 years, improved participation rates in NAPLAN and key surveys, as well as improved attendance on the previous year. There are pockets of excellence in teaching practice, though
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	<p>there is work to be done to improve consistency of practice across the College. We have begun to move towards a more collaborative and PLC based approach to planning for learning, including improving staff data literacy and effective assessment and feedback strategies, and will build upon this approach in 2022.</p>
<p>Considerations for 2022</p>	<p>2022 will present a new set of challenges, as we navigate the ever-changing COVID landscape. We are confident that the structures and processes established in 2021 will provide a solid foundation from which to drive the improvement of the College. In addition to the overall school improvement work we are undertaking across teaching and learning and student engagement and wellbeing, our key area of focus is promoting the College and strengthening connections with our feeder primary schools - not only with the Bayswater Primary Schools through the Education Plan, but schools with families residing in our designated neighbourhood boundary, to ensure students in the area have a full picture of the many opportunities on offer at BSC with a drive to building numbers at the College. The College has plans for open days and taste tester days for Primary students and families, however, will need to be adaptable to any changes that need to occur as the result of COVID-related matters. Further to this, we will maintain a focus on working with the Bayswater Primary Schools as part of the Educaiton Plan in addition to strengthening links with local industry and careers partners to reenvision pathways, transitions and work experience not just in Senior School, but right from when students commence in Year 7.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<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>
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 achievement for all students in all subject areas at all year levels
Target 2.1	By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean.
Target 2.2	By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.
Target 2.3	By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively.

Key Improvement Strategy 2.a Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	To build the capacity of staff to consistently implement the college's instructional model
Goal 3	To improve student engagement and confidence in their learning
Target 3.1	By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year.
Target 3.2	By 2023, to increase the percentage of positive responses from students on the AToSS as shown below: <ul style="list-style-type: none"> • Stimulated Learning from 66% in 2019 to at least 75% • Sense of Confidence from 62% in 2019 to at least 75% • Motivation and Interest from 67% in 2019 to at least 75% • Self-Regulation and Goal Setting from 63% in 2019 to at least 75%
Key Improvement Strategy 3.a Empowering students and building school pride	To build teacher capacity to give students an authentic voice in their learning and to become self-regulated learners
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum

Goal 4	To develop a positive climate for aspirational learning
Target 4.1	By 2023, to increase the percentage of positive responses from students on the AToSS as shown below: <ul style="list-style-type: none"> • Effective Classroom Behaviour from 60% in 2019 to at least 75% • High Expectations for Success from 83% in 2018 to at least 90%
Target 4.2	By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall.
Target 4.3	By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	To develop an agreed whole school approach to student engagement
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	To develop and implement targeted pathways planning for all students from Year 7 to Year 12

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>Learning Goal: By the end of 2022, the College will have embedded the revised Teaching and Learning Model, using a PLC approach to planning for, monitoring and assessing the learning of all students with a particular focus on Numeracy and Writing.</p> <p>Wellbeing Goal: By the end of 2022, the College will have built on key Student Engagement and Wellbeing priorities established in 2021, to ensure a targeted and strategic approach to the support given to students, in addition to proactive measures, such as the implementation of Respectful Relationships.</p>
To improve student achievement for all students in all subject areas at all year levels	No	By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean.	
		By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy,	

		<p>compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.</p>	
		<p>By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively.</p>	
To improve student engagement and confidence in their learning	No	<p>By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year.</p>	
		<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Stimulated Learning from 66% in 2019 to at least 75% • Sense of Confidence from 62% in 2019 to at least 75% • Motivation and Interest from 67% in 2019 to at least 75% • Self-Regulation and Goal Setting from 63% in 2019 to at least 75% 	
To develop a positive climate for aspirational learning	No	<p>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> • Effective Classroom Behaviour from 60% in 2019 to at least 75% 	

		<ul style="list-style-type: none"> • High Expectations for Success from 83% in 2018 to at least 90% 	
		By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall.	
		By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent.	

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>
12 Month Target 1.1	<p>Learning Goal: By the end of 2022, the College will have embedded the revised Teaching and Learning Model, using a PLC approach to planning for, monitoring and assessing the learning of all students with a particular focus on Numeracy and Writing.</p> <p>Wellbeing Goal: By the end of 2022, the College will have built on key Student Engagement and Wellbeing priorities established in 2021, to ensure a targeted and strategic approach to the support given to students, in addition to proactive measures, such as the implementation of Respectful Relationships.</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.
12 Month Target 1.1	Learning Goal: By the end of 2022, the College will have embedded the revised Teaching and Learning Model, using a PLC approach to planning for, monitoring and assessing the learning of all students with a particular focus on Numeracy and Writing. Wellbeing Goal: By the end of 2022, the College will have built on key Student Engagement and Wellbeing priorities established in 2021, to ensure a targeted and strategic approach to the support given to students, in addition to proactive measures, such as the implementation of Respectful Relationships.
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	Staff to work collaboratively in Learning Area-based PLCs to develop high quality, guaranteed and viable curriculum and assessment programs and processes in line with the revised College Teaching and Learning Model Staff to work collaboratively in Learning Area-based PLCs to reflect on teaching practice and support one another in professional learning through a model of Collegial Observation Staff will focus on HITS in planning for learning, specifically, Explicit Teaching, Differentiation and Feedback Implement revised Tutor Learning Initiative across the College Implement revised approach to MYLNS
Outcomes	Learning area teams will meet regularly to engage in reflective practice, evaluate and plan curriculum, assessments and lessons, moderate student assessments, engage in professional discussion and learning Teachers will confidently and accurately identify the learning needs of their students and be able to use relevant data to inform their planning Teachers will show an improved understanding of HITS, in particular Explicit Teaching, Differentiation and Feedback. Planning for HITS will be visible in curriculum documentation and visible in classroom practice. Teachers and support staff will have a consistent understanding of core curriculum priorities Students will know how lessons are structured and how this supports their learning Teachers will engage in the Collegial Observation model and use it as a tool to reflect on and improve teaching practice

	<p>Teachers will consistently and explicitly implement the TLM Tutor Learning Initiative implemented Professional learning undertaken throughout the year with a key focus on HITS and Staff Data literacy will show an improvement in staff understanding of and confidence in using data to plan for learning and measuring growth.</p>			
Success Indicators	<p>Curriculum documentation samples Learning Area meeting minutes Collegial Observation records Staff feedback on Collegial Observation process AtoSS shows improvement in the following areas: Differentiated Learning Challenge from 63% in 2021 to 68% in 2022 Stimulated Learning from 53% in 2021 to 68% in 2022 Teacher Concern from 40% in 2021 to at least 60% in 2022</p> <p>School Staff Survey Teaching and Learning measures show improvement in the following areas: Academic emphasis from 27% in 2021 to above 70% in 2022 Collective efficacy from 36% in 2021 to above 70% in 2022 Guaranteed and Viable Curriculum from 57% in 2021 to above 70% in 2022 Teaching and Learning - Evaluation measure from 63% to above 70% in 2022 Teaching and Learning - Implementation measure from 64% to above 70% in 2022 Teaching and Learning - Planning measure from 75% to above 80% in 2022 Teaching and Learning - Practice Improvement measure from 67% to above 75% in 2022</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Collegial Observations model implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Learning Area Teams meet twice a week to work collaboratively to plan for learning, monitor, moderate and assess student progress	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct PIVOT survey with students once per semester (undertaken as part of the Collegial Observations cycle)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Appoint additional tutors to reach a wider number of students under the TLI and MYLNS, as well as local tutoring and mentor programs</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$36,000.00</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>
<p>Undertake an audit of currently documented curriculum</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</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>
<p>Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and locally funded planning days</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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	<p>Continue to build a consistent understanding of and whole-school approach to Student Engagement and Wellbeing based on the foundations established in 2021</p> <p>Refine documentation and processes established in 2021</p> <p>Finalise review of current student management structure, process and documentation</p> <p>Plan whole-school professional learning based on existing and emerging Student Engagement and Wellbeing needs</p> <p>Implement combined BSEM, PosEd and SWPBS approach to student engagement and wellbeing</p> <p>Implement Hands on Learning Program</p>			
Outcomes	<p>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</p> <p>Processes for Engagement and Wellbeing reviewed, developed, documented, understood and implemented</p> <p>Students are able to successfully engage in all aspects of College life</p> <p>Structures in place to support effective Engagement and Wellbeing practices across the College</p>			
Success Indicators	<p>Student Engagement and Wellbeing structure, process and documentation reviewed, developed and implemented</p> <p>Staff indicate increased confidence in managing challenging behaviors and wellbeing needs</p> <p>Consistent practice visible in classrooms, in the yard and in all other aspects of the College</p> <p>Student AToSS results show growth in the following areas:</p> <p>Teacher Concern from 40% in 2021 to above 60% in 2022</p> <p>Effective Classroom Behaviour from 51% in 2021 to above 60% in 2022</p>			

	Managing Bullying from 50% in 2021 to above 60% in 2022 Respect for Diversity from 46% in 2021 to above 60% in 2022			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Mental Health Practitioner funded for an additional day	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <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
Hands on Learning program established and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Implementation of Respectful Relationships model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Refine SWPBS / Pos Ed approach to Student Engagement	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Continue BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<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
Appoint ES 1:2 Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and locally funded planning days	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$231,124.00	\$0.00	\$231,124.00
Disability Inclusion Tier 2 Funding	\$98,061.00	\$0.00	\$98,061.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$329,185.00	\$0.00	\$329,185.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mental Health Practitioner funded for an additional day	\$12,000.00
Hands on Learning program established and implemented	\$20,000.00
Continue BSEM Professional Learning	\$20,000.00
Appoint ES 1:2 Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	\$10,000.00
Totals	\$62,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Mental Health Practitioner funded for an additional day	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Hands on Learning program established and implemented	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Continue BSEM Professional Learning	from: Term 1 to: Term 4		
Appoint ES 1:2 Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	from: Term 1 to: Term 1		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Appoint ES 1:2 Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	from: Term 1 to: Term 1		
Totals			

Activities and Milestones - Schools Mental Health Fund and Menu

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

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
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Totals		\$0.00	
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collegial Observations model implemented	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Learning Area Teams meet twice a week to work collaboratively to plan for learning, monitor, moderate and assess student progress	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Implementation of Respectful Relationships model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships 	<input checked="" type="checkbox"/> On-site

