

# 2023 Annual Implementation Plan

## for improving student outcomes

Bayswater Secondary College (7560)



Submitted for review by Elizabeth Swan (School Principal) on 06 February, 2023 at 05:39 PM  
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 08 February, 2023 at 02:54 PM  
Endorsed by Ben Graham-Nellor (School Council President) on 05 April, 2023 at 05:40 PM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, 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	Embedding
	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>	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 embedded key strategies and prioritised Leadership, Engagement and Resourcing as it was necessary in 2022, while still working towards goals in Teaching and Learning and Assessment, but with less emphasis than the Engagement areas. This dynamic will shift in 2023, as we have a solid foundation from which to continue. Staffing shortages and COVID related absences in Semester 1 lowed, but did not stop,
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	<p>progress. Despite a challenging year, we managed to achieve a lot - improved participation rates in NAPLAN and key surveys - an improvement upon 2021, which saw significant growth in these areas, as well as improved attendance on the previous year. The pockets of excellence in teaching practice are growing, though there remains work to be done to improve consistency of practice across the College. We have begun to embed 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 2023 with greater emphasis and priority.</p>
<p><b>Considerations for 2023</b></p>	<p>2023 will be a review year for us, and our chief priorities will be:</p> <ol style="list-style-type: none"> <li>1. Preparation for the review</li> <li>2. Really bedding down our engagement and wellbeing processes</li> <li>3. Attendance</li> <li>4. Teaching and Learning and Effective Assessment and Feedback</li> </ol>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve student achievement for all students in all subject areas at all year levels
<b>Target 2.1</b>	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.
<b>Target 2.2</b>	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.
<b>Target 2.3</b>	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.

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To develop and implement a whole school literacy and numeracy plan
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	To build the capacity of staff to consistently implement the college's instructional model
<b>Goal 3</b>	To improve student engagement and confidence in their learning
<b>Target 3.1</b>	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.
<b>Target 3.2</b>	By 2023, to increase the percentage of positive responses from students on the AToSS as shown below: <ul style="list-style-type: none"> <li>● Stimulated Learning from 66% in 2019 to at least 75%</li> <li>● Sense of Confidence from 62% in 2019 to at least 75%</li> <li>● Motivation and Interest from 67% in 2019 to at least 75%</li> <li>● Self-Regulation and Goal Setting from 63% in 2019 to at least 75%</li> </ul>
<b>Key Improvement Strategy 3.a</b> 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
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum
<b>Goal 4</b>	To develop a positive climate for aspirational learning

<b>Target 4.1</b>	<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"> <li>• Effective Classroom Behaviour from 60% in 2019 to at least 75%</li> <li>• High Expectations for Success from 83% in 2018 to at least 90%</li> </ul>
<b>Target 4.2</b>	<p>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.</p>
<b>Target 4.3</b>	<p>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.</p>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	<p>To develop an agreed whole school approach to student engagement</p>
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	<p>To develop and implement targeted pathways planning for all students from Year 7 to Year 12</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><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Goal: By the end of 2023, the College will have embedded the 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 2023, the College will have built on key Student Engagement and Wellbeing priorities established in 2022, 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, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively.	



		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.	
To improve student engagement and confidence in their learning	No	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>By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 66% in 2019 to at least 75%</li> <li>• Sense of Confidence from 62% in 2019 to at least 75%</li> <li>• Motivation and Interest from 67% in 2019 to at least 75%</li> <li>• Self-Regulation and Goal Setting from 63% in 2019 to at least 75%</li> </ul>	
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"> <li>• Effective Classroom Behaviour from 60% in 2019 to at least 75%</li> <li>• High Expectations for Success from 83% in 2018 to at least 90%</li> </ul>	
		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.	
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12 Month Target 1.1</b>	<p>Learning Goal: By the end of 2023, the College will have embedded the 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 2023, the College will have built on key Student Engagement and Wellbeing priorities established in 2022, 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>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	Learning Goal: By the end of 2023, the College will have embedded the 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 2023, the College will have built on key Student Engagement and Wellbeing priorities established in 2022, 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.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop high-quality, guaranteed and viable curriculum and assessment programs and processes in line with the revised college Teaching and Learning Model. Continue to build teacher practice through Peer Observations, using the college model. Deliberately use HITS in teaching (Explicit Teaching, Differentiation and Feedback) and show evidence through planning. Implement revised Tutor Learning Initiative across the College Implement a revised approach to MYLNS
<b>Outcomes</b>	Students Will Know how lessons are structured and how this supports their learning Show growth in Numeracy and Writing skills Show greater engagement in their learning across all areas Demonstrate a greater understanding of how their input shapes the curriculum offerings at the College  Teachers Will Meet regularly in learning area PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons, moderate student assessments, engage in professional discussion and learning Confidently and accurately identify the learning needs of their students and be able to use relevant data to inform their planning Show an improved understanding of HITS, in particular Explicit Teaching, Differentiation and Feedback. Demonstrate a consistent understanding of core curriculum priorities Engage in the Collegial Observation model and use it as a tool to reflect on and improve teaching practice

	<p>Consistently and explicitly implement the TLM Engage in professional learning throughout the year with a key focus on HITS Demonstrate an improvement in understanding of and confidence in using data to effectively plan for learning and measure student learning growth</p> <p>Leaders Will Provide the structures to facilitate staff collaboration and the effective operation of PLCs Plan for and schedule professional learning to facilitate the improvement of staff data literacy and understanding of the PLC approach Continue to be instructional leaders and work collaboratively with staff to improve student outcomes Use multiple sources of evidence to track the implementation and impact of the Collegial Observations model, TLM, MYLNS and Tutor Learning programs</p>			
<p><b>Success Indicators</b></p>	<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 67% in 2022 to above 70% in 2023 Stimulated Learning from 56% in 2022 to 65% in 2023 Teacher Concern from 44% in 2022 to at least 60% in 2023</p> <p>School Staff Survey Teaching and Learning measures show improvement in the following areas: Academic emphasis from 46% in 2022 to above 70% in 2023 Collective efficacy from 55% in 2021 to above 70% in 2023 Guaranteed and Viable Curriculum 84% in 2022 - maintain or improve in 2023 Teaching and Learning - Evaluation measure 89% in 2022 - maintain or improve to above 90% in 2023 Teaching and Learning - Implementation measure 91% in 2022 - maintain or improve to above 95% in 2023 Teaching and Learning - Planning measure 86% in 2022 - maintain or improve to above 90% in 2023 Teaching and Learning - Practice Improvement measure 92% in 2022 - maintain or improve to above 95% in 2023</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>
<p>Implement Collegial Observations Model</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$5,000.00</p>

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		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
Implement revised meeting schedule to incorporate PLC model, Learning Area Teams, Attendance PLC, VCE PLC, VCE-VM PLC and other PLCs related to key priorities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
Develop and implement College based survey tool in line with Atoss	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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 student focus groups in relation to survey data from school based survey tool	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<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
Implement refined version of Tutor LEarning and MYLNS strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support	<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

<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> <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><b>KIS 1.b</b>  Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p><b>Actions</b></p>	<p>Continue to embed consistent understanding of and whole-school approach to Student Engagement and Wellbeing based on work undertaken in 2022  Refine documentation and processes implemented in 2022  Plan whole-school professional learning based on existing and emerging Student Engagement and Wellbeing needs  Implement combined BSEM, PosEd and SWPBS approach to student engagement and wellbeing  Implement Respectful Relationships  Implement Flourishing Classrooms  Implement Hands on Learning Program</p>			
<p><b>Outcomes</b></p>	<p>Students Will  Be able to articulate the College values and demonstrate their understanding of how these values link to engagement and wellbeing at the College  Feel a greater sense of pride in and belonging to the BSC Community  Be learning in calm classrooms across the College  Be able to successfully engage in all aspects of College life  Participate in a range of engagement and wellbeing activities throughout the year, including but not limited to the Peer Mentoring program</p>			

	<p><b>Teachers Will</b>  Consistently implement the College's approach to engagement and wellbeing  Meet regularly in Student Engagement PLCs to engage in reflective practice, evaluate and plan engagement and wellbeing strategies, engage in professional discussion and learning  Confidently and accurately identify the engagement and wellbeing needs of their students and be able to use relevant data to inform their planning  Demonstrate a consistent understanding of core engagement and wellbeing priorities  Engage in professional learning throughout the year with a key focus on Flourishing Classrooms, SWPBS and Respectful Relationships</p> <p><b>Leaders Will</b>  Provide the structures to facilitate staff collaboration and the effective operation of PLCs with a focus on student engagement and wellbeing  Plan for and schedule professional learning to facilitate the improvement of engagement and wellbeing strategies across the College  Continue to be instructional leaders and work collaboratively with staff to improve student outcomes  Use multiple sources of evidence to track the implementation and impact of student engagement and wellbeing strategies</p>			
<b>Success Indicators</b>	<p>Student Engagement and Wellbeing structure and processes visible across the College  Staff indicate increased confidence in managing challenging behaviors and wellbeing needs  Consistent practice visible in classrooms, in the yard and in all other aspects of the College  Student AToSS results show growth in the following areas:  Teacher Concern from 44% in 2022 to above 60% in 2023  Effective Classroom Behaviour from 58% in 2022 to above 60% in 2023  Managing Bullying from 52% in 2022 to above 60% in 2023  Respect for Diversity from 48% in 2022 to above 60% in 2023</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Mental Health Practitioner funded for an additional day	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <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 continue to be implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input 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
Mental Health Menu initiatives to be decided and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,861.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional Development - Respectful Relationships	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <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
Leadership Team to attend Flourishing Classrooms PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Implement combined elements of Flourishing Classrooms, SWPBS and Pos Ed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			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
Continue BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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 to employ ES 1.2 higher level 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 4	\$10,000.00  <input 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
Employ additional integration casual ES 3 days per week - university student	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00  <input 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 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	\$200,628.24	\$159,000.00	\$41,628.24
Disability Inclusion Tier 2 Funding	\$94,307.27	\$80,000.00	\$14,307.27
Schools Mental Health Fund and Menu	\$27,861.25	\$27,861.25	\$0.00
<b>Total</b>	<b>\$322,796.76</b>	<b>\$266,861.25</b>	<b>\$55,935.51</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Mental Health Practitioner funded for an additional day	\$24,000.00
Hands on Learning program continue to be implemented	\$15,000.00
Mental Health Menu initiatives to be decided and implemented	\$27,861.00
Professional Development - Respectful Relationships	\$10,000.00
Continue to employ ES 1.2 higher level Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	\$10,000.00
Employ additional integration casual ES 3 days per week - university student	\$45,000.00
Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and locally funded planning days	\$10,000.00
<b>Totals</b>	<b>\$141,861.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health Practitioner funded for an additional day	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing
Hands on Learning program continue to be implemented	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Professional Development - Respectful Relationships	from: Term 1 to: Term 4	\$10,000.00	<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)
Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and locally funded planning days	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$59,000.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Continue to employ ES 1.2 higher level Integration Aide - Severe Behaviour qualification to work with students funded for Severe Behaviour Disorder	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> </ul>
Employ additional integration casual ES 3 days per week - university student	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> </ul>
<b>Totals</b>		\$55,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Mental Health Menu initiatives to be decided and implemented	from: Term 1 to: Term 4	\$27,861.25	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <ul style="list-style-type: none"> <li><b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Assign existing staff member to initiative (eduPay)</li> <li>○ Program delivered in school by external service provider</li> </ul> </li> </ul>
<b>Totals</b>		\$27,861.25	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Funding local chromebook devices in Junior School	\$15,000.00

Assistant Principal overseeing Engagement, Wellbeing and Inclusion	\$50,000.00
Time Release for Junior and Senior Sub School Leaders for student support - 8 periods each	\$50,000.00
Time release for VCE-VM staff	\$10,000.00
<b>Totals</b>	<b>\$125,000.00</b>

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Funding local chromebook devices in Junior School	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Assets
Assistant Principal overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Time Release for Junior and Senior Sub School Leaders for student support - 8 periods each	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Time release for VCE-VM staff	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
<b>Totals</b>		<b>\$100,000.00</b>	



## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Funding local chromebook devices in Junior School	from: Term 1 to: Term 4	\$0.00	
Assistant Principal overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Other Assistant Principal as program manager</li> </ul>
Time Release for Junior and Senior Sub School Leaders for student support - 8 periods each	from: Term 1 to: Term 4	\$0.00	
Time release for VCE-VM staff	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$25,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Funding local chromebook devices in Junior School	from: Term 1 to: Term 4	\$0.00	

Assistant Principal overseeing Engagement, Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
Time Release for Junior and Senior Sub School Leaders for student support - 8 periods each	from: Term 1 to: Term 4	\$0.00	
Time release for VCE-VM staff	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implement Collegial Observations Model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement revised meeting schedule to incorporate PLC model, Learning Area Teams, Attendance PLC, VCE PLC, VCE-VM PLC and other PLCs related to key priorities	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Student Achievement Manager</li> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	
Leadership Team to attend Flourishing Classrooms PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Karalyka prior to Term 1 start