

# **2022 Annual Implementation Plan**

## **for improving student outcomes**

Sandringham College (8739)



# **SANDRINGHAM COLLEGE**

Submitted for review by Amy Porter (School Principal) on 28 February, 2022 at 06:13 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 28 March, 2022 at 01:52 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<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	Evolving
	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	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>	<p>Teaching and Learning - Whilst the school is making progress in improving teacher practice and collaboration and improving outcomes at a senior level (VCE/VCAL), results in NAPLAN in reading and numeracy have declined between 2019 and 2021. As the College was achieving above average growth between 2017 and 2019, this decline can be attributed to both COVID-19 and the impact of remote learning.</p> <p>Over the past 5 years, the College has been undertaking rapid change and is in the process of developing and trialling new curriculum and pedagogy. As we navigate a successful change process, we acknowledge that during change there is often</p>
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	<p>a 'dip' in staff confidence and student outcomes. The leadership team are working hard with teachers to elevate and streamline the work of Professional Learning Communities in order to improve teacher practice and student outcomes.</p> <p>Wellbeing, inclusion and engagement - The College has received some pleasing data in relation to attendance and retention rates and this can be attributed to the introduction of a part time attendance officer. In 2021 concerning data eventuated from the Attitudes to School Survey relating social and emotional wellbeing of key cohorts of students; this data can be attributed to COVID-19, remote learning and prolonged lockdown periods. The 2021 Attitudes to School Survey has prompted the College to focus on increased learning and wellbeing supports at Years 9 and 10 through targeting the tutoring program and through the employment of an additional student wellbeing counsellor.</p>
<p><b>Considerations for 2022</b></p>	<p>The focus is to ensure that all curriculum development is completed so that the new Strategic Plan to be written in 2022 can focus on - engagement, stimulating learning, effective teaching time and differentiation of pedagogy. The new Strategic plan will also place greater emphasis on student voice and agency in learning and in school governance.</p> <p>In 2022 tutoring will be focused on building the learning confidence of Years 9 and 10 and on improving social and emotional wellbeing and resilience through the College's new and targeted programs - Djeembana, Life Skills, Study Skills.</p> <p>In 2022 the College will have 8 OHC students, 12 Koori/Indigenous, 7 EAL, 10% of students who are disadvantaged and approximately 20% who qualify for Disability Inclusion or PSD funding. The College will continue to support students through the use of classroom aids, Advance Literacy classes, MYLNS, Tutoring, in class mathematics support (additional teacher) and wellbeing structures.</p>
<p><b>Documents that support this plan</b></p>	<p>VCE.JPG (0.11 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<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>
<b>Target 1.1</b>	<p>Support for the 2022 Priorities</p>
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
<b>Goal 2</b>	<p>To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.</p>
<b>Target 2.1</b>	<p><b>VCE Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• At least 75 per cent of all VCE studies will show a <i>value add</i> of +2 against the GAT for students undertaking 3 &amp; 4 VCE Unit</li> <li>• The VCE median score will be at least 30</li> <li>• The number of VCE study scores of 40 and above will be at least 10 per cent</li> </ul>

<p><b>Target 2.2</b></p>	<p><b>NAPLAN Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Reading</li> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Writing</li> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Numeracy</li> </ul>
<p><b>Target 2.3</b></p>	<p><b>Staff Opinion Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent</li> <li>• Teaching and Learning - Planning to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent</li> </ul>

<b>Target 2.4</b>	<p><b>Student Attitudes to School Survey Targets</b></p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Stimulating learning - Whole College AtoSS result at or above the 75th percentile</li> <li>• Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies</p>	Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies
<p><b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment</p>	Develop and imbed a rigorous, guaranteed and viable curriculum
<p><b>Key Improvement Strategy 2.c</b> Building practice excellence</p>	Strengthen Professional Learning Teams to increase teacher collective focus on improving classroom practice
<p><b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment</p>	Align all assessment and reporting practices to the learning architecture and the rigorous, guaranteed and viable curriculum

<b>Key Improvement Strategy 2.e</b> Evaluating impact on learning	Imbed the use of multiple feedback mechanisms focussed on improving teacher practice
<b>Key Improvement Strategy 2.f</b> Instructional and shared leadership	Build the pedagogical expertise of teachers and leaders in the use of evidence/data as a basis for personalising learning and differentiating pedagogy and curriculum
<b>Goal 3</b>	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community
<b>Target 3.1</b>	<p><b>Student Attitudes to School Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Stimulated learning - Whole College AtoSS result at or above the 75th percentile</li> <li>• Student voice and agency - Whole College AtoSS result at or above the 75th percentile</li> <li>• Teacher concern - Whole College AtoSS result at or above the 75th percentile</li> <li>• Managing bullying - Whole College AtoSS at or above the 75th percentile</li> <li>• Effective teaching time - Whole College AtoSS result at or above the 75th percentile</li> <li>• School staged transitions (Y7 &amp; new students) - Whole College AtoSS result at or above the 75th percentile</li> </ul>
<b>Target 3.2</b>	<p><b>Staff Opinion Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for School Climate to be at or above 75 per cent</li> <li>• Overall percentage endorsement for School Leadership to be at or above 75 per cent</li> </ul>



<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviours for Learning Framework
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Review and strengthen student entry, movement through and exit of the College
<b>Key Improvement Strategy 3.c</b> Intellectual engagement and self-awareness	Implement a new Year 9 integrated learning program focussed on increasing student engagement and the development of learner self-awareness
<b>Key Improvement Strategy 3.d</b> Empowering students and building school pride	Implement a new Year 9 integrated learning program to increase student engagement, understanding of growth mindset principles and the development of self awareness of the individual as a learner
<b>Key Improvement Strategy 3.e</b> Building communities	Build a positive, cohesive school culture around a 'one school' philosophy

## 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>To continue to support teacher efficacy through the targeted use of Professional Learning Communities with an emphasis on the development of high quality curriculum and assessment.</p> <p>To support students to be young people of great character - healthy, happy, resilient and responsible learners.</p>
To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.	No	<p><b>VCE Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>At least 75 per cent of all VCE studies will show a <i>value add</i> of +2 against the GAT for students undertaking a 3 &amp; 4 Unit</li> </ul>	

		<ul style="list-style-type: none"> <li>• The VCE median score will be at least 30</li> <li>• The number of VCE study scores of 40 and above will be at least 10 per cent</li> </ul>	
		<p><b>NAPLAN Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Reading</li> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Writing</li> <li>• The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Numeracy</li> </ul>	
		<p><b>Staff Opinion Survey Targets</b></p>	

		<p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent</li> <li>• Teaching and Learning - Planning to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent</li> <li>• Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent</li> </ul>	
		<p><b>Student Attitudes to School Survey Targets</b></p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Stimulating learning - Whole College AtoSS result at or above the 75th percentile</li> </ul>	

		<ul style="list-style-type: none"> <li>• Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile</li> </ul>	
<p>To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community</p>	<p>No</p>	<p><b>Student Attitudes to School Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Stimulated learning - Whole College AtoSS result at or above the 75th percentile</li> <li>• Student voice and agency - Whole College AtoSS result at or above the 75th percentile</li> <li>• Teacher concern - Whole College AtoSS result at or above the 75th percentile</li> <li>• Managing bullying - Whole College AtoSS at or above the 75th percentile</li> <li>• Effective teaching time - Whole College AtoSS result at or above the 75th percentile</li> <li>• School staged transitions (Y7 &amp; new students) - Whole College AtoSS result at or above the 75th percentile</li> </ul>	
		<p><b>Staff Opinion Survey Targets</b></p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> <li>• Overall percentage endorsement for School Climate to be at or above 75 per cent</li> </ul>	

		<ul style="list-style-type: none"> <li>Overall percentage endorsement for School Leadership to be at or above 75 per cent</li> </ul>	
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<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>12 Month Target 1.1</b>	<p>To continue to support teacher efficacy through the targeted use of Professional Learning Communities with an emphasis on the development of high quality curriculum and assessment.</p> <p>To support students to be young people of great character - healthy, happy, resilient and responsible learners.</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>	To continue to support teacher efficacy through the targeted use of Professional Learning Communities with an emphasis on the development of high quality curriculum and assessment.  To support students to be young people of great character - healthy, happy, resilient and responsible learners.
<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>	Develop a College wide comprehensive response to meet students' individual learning needs
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Students in need of targeted academic support or intervention will be identified and supported (ADVANCE/in class mathematics MYLNS/Tutoring/Wellbeing)</li> <li>- Students in need of targeted academic extension and challenge will be identified and supported through enhancement in each classroom</li> <li>- Students with disabilities will be provided with the targeted adjustments that respond to their specific learning needs (Disability Inclusion and PSD)</li> <li>- Teachers will develop collaboratively and document a guaranteed, viable and rigorous curriculum in all subjects/Domains 7-12</li> <li>- Teachers will implement differentiated curriculum to meet individual student needs - enrichment and support/scaffolding</li> <li>- Teachers and tutors will use data to plan for differentiated curriculum and classroom practice based on identified student instructional groups</li> </ul>



	<ul style="list-style-type: none"> <li>- Tutors will provide targeted academic support to students in response to wellbeing data from the 2021 AtoSS</li> <li>- Leaders will support teaching staff to develop curriculum, differentiated practice and effective use of data through the provision of time to work in Professional Learning Communities</li> </ul>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Curriculum auditing completed 7-12</li> <li>- All Semester one units of work have a pre-test/task, check point test/task, post-test/task</li> <li>- Inclusion team developed and resources sourced/created and placed on Microsoft Teams to support teachers</li> <li>- Semester One formative and summative assessment will show student learning growth</li> <li>- Student Support Plans (including IEPs) will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation 7-12 completed and stored on Share Point</li> <li>- Curriculum indicates differentiation to meet the needs of all instructional groups</li> <li>- Victorian Curriculum teacher judgements will indicate growth in learning</li> <li>- Teachers will begin to indicate intervention strategies for students who do not achieve expected growth targets</li> </ul> <p>Staff Survey Factors: Instructional leadership, collective efficacy</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>Develop a College Inclusion Team focused on providing interventions to students in ADVANCE, in class mathematics, MYLNS, tutoring program and all Tier 2 and 3 funded students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Implementation of improved PLC structures focused on effective collaboration, planning and curriculum and assessment development</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Continued development of teacher capacity to use data/evidence as a basis for informing differentiated practice</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<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
Continued development of a differentiated Guaranteed, Viable and Rigorous curriculum	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<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
Improve support and outcomes for gifted and highly able students through the implementation of a Gifted and Talented Learning Specialist position	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<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
<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>	Establish a multi-tiered response model to support students' mental health and wellbeing - SWPB - Life-Skills - Study Skills - Enhanced Student Wellbeing Team - Teen Mental Health First Aid Training			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Student leaders will be able to recognise, respond to and refer mental health issues within peers</li> <li>- Students will be able to explain what positive mental health means and where they can seek support at school</li> <li>- Students will report improved mental health, wellbeing and resilience</li> <li>- College will plan for, and implement, social and emotional learning within their curriculum areas and more broadly through the College's targeted programs - SWPB, Life-Skills, Study Skills, Respectful Relationships</li> <li>- Wellbeing team will directly support students' mental health and/or provide referrals</li> <li>- Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health and wellbeing</li> <li>- SWPB and Behaviour Management framework will support the work within mental health to build the confidence and capacity of students through clear and consistent expectations and positive interactions with staff</li> </ul>			
<b>Success Indicators</b>	Early indicators: <ul style="list-style-type: none"> <li>- Policies and programs will show documentation of multi-tiered response model</li> <li>- Curriculum developed and implemented in relation to study skills, mental health and wellbeing and life skills will be completed</li> <li>- Students will have participated in elements of the broad wellbeing program in Semester 1</li> </ul>			

	<p>- Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators:</p> <p>- Compass data will indicate improved help seeking around mental health and wellbeing referrals post Teen Mental Health First Aid training</p> <p>Attitudes to School Survey factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establishment of new wellbeing team - Assistant Principal (Wellbeing and Inclusion), MHP, SWC 7 & 8, SWC 9 & 10, SWC 11 & 12, College Inclusion Coordinator	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <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
Develop and embed curriculum relating to resilience, wellbeing, mental health and life-skills	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<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
Train student leaders, year 7 and year 10 students in Mental Health First Aid for teens and students	<input checked="" type="checkbox"/> Assistant 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
Continue to embed SWPB across College	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" 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	\$78,013.98	\$45,000.00	\$33,013.98
Disability Inclusion Tier 2 Funding	\$179,286.15	\$145,000.00	\$34,286.15
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$257,300.13</b>	<b>\$190,000.00</b>	<b>\$67,300.13</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a College Inclusion Team focused on providing interventions to students in ADVANCE, in class mathematics, MYLNS, tutoring program and all Tier 2 and 3 funded students.	\$20,000.00
Establishment of new wellbeing team - Assistant Principal (Wellbeing and Inclusion), MHP, SWC 7 & 8, SWC 9 & 10, SWC 11 & 12, College Inclusion Coordinator	\$50,000.00
Develop and embed curriculum relating to resilience, wellbeing, mental health and life-skills	\$10,000.00
Continue to embed SWPB across College	\$10,000.00
<b>Totals</b>	<b>\$90,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and embed curriculum relating to resilience, wellbeing, mental health and life-skills	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Continue to embed SWPB across College	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
<b>Totals</b>		\$45,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a College Inclusion Team focused on providing interventions to students in ADVANCE, in class mathematics, MYLNS, tutoring program and all Tier 2 and 3 funded students.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• School counsellors (inclusive education related services)</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>• CRT (to attend school planning)</li> <li>• CRT (to attend Profile meetings)</li> </ul>
Establishment of new wellbeing team - Assistant Principal (Wellbeing and Inclusion), MHP, SWC 7 & 8, SWC 9 & 10, SWC 11 & 12, College Inclusion Coordinator	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Inclusion Leader</li> </ul>



<b>Totals</b>		\$55,000.00	
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### Activities and Milestones - Schools Mental Health Fund and Menu

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Assistant Principal - Wellbeing and Inclusion	\$100,000.00
Additional Staff member to support IEPs and SSG	\$40,000.00
<b>Totals</b>	\$140,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal - Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
Additional Staff member to support IEPs and SSG	from: Term 1	\$0.00	

	to: Term 4		
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal - Wellbeing and Inclusion	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> <li>Other Addition Principal</li> </ul>
Additional Staff member to support IEPs and SSG	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>Other ES staff member</li> </ul>
<b>Totals</b>		\$90,000.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Assistant Principal - Wellbeing and Inclusion	from: Term 1 to: Term 4	\$0.00	
Additional Staff member to support IEPs and SSG	from: Term 1	\$0.00	

	to: Term 4		
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Implementation of improved PLC structures focused on effective collaboration, planning and curriculum and assessment development	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Continued development of teacher capacity to use data/evidence as a basis for informing differentiated practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to embed SWPB across College	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Regional SWPB leaders	<input checked="" type="checkbox"/> On-site