

2023 Annual Implementation Plan

for improving student outcomes

Sandringham College (8739)



Submitted for review by Amy Porter (School Principal) on 16 December, 2022 at 01:49 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 19 January, 2023 at 02:25 PM
Endorsed by Andrew Barlow (School Council President) on 23 January, 2023 at 02:07 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-curricular programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment, and wellbeing capabilities	

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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	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	

Enter your reflective comments	<p>Teaching and Learning - 2022 saw high levels of improvement in both teacher practice and collaboration. PLCs worked consistently to collaborate on curriculum development resulting the documentation of over 90% of the College's curriculum. Work in 2023 will focus on refining this curriculum and ensuring differentiation of both curriculum and pedagogy - teach to the top, enrich the middle, scaffold the bottom.</p> <p>Results continue to improve at a senior level (VCE/VCAL), with all VCAL students completing with an Intermediate or Senior certificate and the median study score remaining at 30 for the fourth year in a row. Also of note was the continued</p>
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	<p>improvement in the median ATAR</p> <p>2016: 55.6 2017: 58.7 2018: 60.6 2019: 68.0 2020: 71.0 2021: 74.0 2022: 75.8</p> <p>Results in NAPLAN in reading and numeracy remain steady and the College holds above the state mean in all measures at both Years 7 and 9.</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 2022 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 2022 Attitudes to School Survey has prompted the College to focus on increased learning and wellbeing supports at Years 9 and 10 through the implementation of targeted programs.</p>
<p>Considerations for 2023</p>	<ul style="list-style-type: none"> • A focus on HITS strategy 10 with differentiation for all students but with a particular important on ensuring the engagement of high achieving students and the scaffolding and support of inclusion students. • Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth and attainment; the focus of the college is on developmental rubrics and improving teacher practice around the use of assessment data • Implementation of non-negotiable school wide literacy strategies • Improvement of College reading program at Year 8 and 9 • Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school. The College will begin to look at developing students as agentic learners through the development of learning goals and self-reported grades; encouraging students to push beyond what they think they are capable of • Documented of co-curricular programs provided by the College - Instrumental Music, Performing Arts, Art Academy, Sport, Debating, Robotics.
<p>Documents that support this plan</p>	<p>FISO IMPROVMENT AREAS.pdf (0.09 MB) School Staff Survey_PLanning.pdf (0.19 MB)</p>

	School Staff Survey: Teaching and Learning.pdf (0.19 MB) School Staff_School Climate.pdf (0.19 MB)
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SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal</p> <p>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>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.
Target 2.1	<p>VCE Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • At least 75 per cent of all VCE studies will show a value add of +2 against the GAT for students undertaking a 3 & 4 VCE Unit • The VCE median score will be at least 30 • The number of VCE study scores of 40 and above will be at least 10 per cent
Target 2.2	<p>NAPLAN Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • The percentage of Year 9 students making medium or high relative learning growth to be equal to or more than 75 per cent in NAPLAN Reading • The percentage of Year 9 students making medium or high relative learning growth to be equal to or more than 75 per cent in NAPLAN Writing

	<ul style="list-style-type: none"> The percentage of Year 9 students making medium or high relative learning growth to be equal to or more than 75 per cent in NAPLAN Numeracy
Target 2.3	<p>Staff Opinion Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent Teaching and Learning - Planning to be at or above 75 per cent Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent
Target 2.4	<p>Student Attitudes to School Survey Targets</p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> Stimulating learning - Whole College AtoSS result at or above the 75th percentile Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop and imbed a rigorous, guaranteed, and viable curriculum
Key Improvement Strategy 2.c Building practice excellence	Strengthen Professional Learning Teams to increase teacher collective focus on improving classroom practice
Key Improvement Strategy 2.d Curriculum planning and assessment	Align all assessment and reporting practices to the learning architecture and the rigorous, guaranteed, and viable curriculum
Key Improvement Strategy 2.e Evaluating impact on learning	Imbed the use of multiple feedback mechanisms focused on improving teacher practice

Key Improvement Strategy 2.f 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
Goal 3	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence, and community
Target 3.1	Student Attitudes to School Survey Targets By the end of Strategic Plan cycle: <ul style="list-style-type: none"> • Stimulated learning - Whole College AtoSS result at or above the 75th percentile • Student voice and agency - Whole College AtoSS result at or above the 75th percentile • Teacher concern - Whole College AtoSS result at or above the 75th percentile • Managing bullying - Whole College AtoSS at or above the 75th percentile • Effective teaching time - Whole College AtoSS result at or above the 75th percentile • School staged transitions (Y7 & new students) - Whole College AtoSS result at or above the 75th percentile
Target 3.2	Staff Opinion Survey Targets By the end of Strategic Plan cycle: <ul style="list-style-type: none"> • Overall percentage endorsement for School Climate to be at or above 75 per cent • Overall percentage endorsement for School Leadership to be at or above 75 per cent
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviours for Learning Framework
Key Improvement Strategy 3.b Health and wellbeing	Review and strengthen student entry, movement through and exit of the College
Key Improvement Strategy 3.c	Implement a new Year 9 integrated learning program focused on increasing student engagement and the development of learner self-awareness

Intellectual engagement and self-awareness	
Key Improvement Strategy 3.d 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
Key Improvement Strategy 3.e 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>2023 Priorities Goal 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>To develop a common understanding of differentiation in order to extend the learning of all students with a particular focus on literacy, numeracy, and gifted education.</p>
<p>To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.</p>	No	<p>VCE Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • At least 75 per cent of all VCE studies will show a value add of +2 against the GAT for students undertaking a 3 & 4 VCE Unit • The VCE median score will be at least 30 • The number of VCE study scores of 40 and above will be at least 10 per cent 	

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

		<p>Student Attitudes to School Survey Targets</p> <ul style="list-style-type: none"> • By the end of the Strategic Plan cycle: • Stimulating learning - Whole College AtoSS result at or above the 75th percentile • Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile 	
<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>Student Attitudes to School Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Stimulated learning - Whole College AtoSS result at or above the 75th percentile • Student voice and agency - Whole College AtoSS result at or above the 75th percentile • Teacher concern - Whole College AtoSS result at or above the 75th percentile • Managing bullying - Whole College AtoSS at or above the 75th percentile • Effective teaching time - Whole College AtoSS result at or above the 75th percentile • School staged transitions (Y7 & new students) - Whole College AtoSS result at or above the 75th percentile 	
		<p>Staff Opinion Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Overall percentage endorsement for School Climate to be at or above 75 per cent • Overall percentage endorsement for School Leadership to be at or above 75 per cent 	

Goal 1	2023 Priorities Goal 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.	
12 Month Target 1.1	To develop a common understanding of differentiation in order to extend the learning of all students with a particular focus on literacy, numeracy, and gifted education.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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
KIS 2 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

Goal 1	2023 Priorities Goal 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.
12 Month Target 1.1	To develop a common understanding of differentiation in order to extend the learning of all students with a particular focus on literacy, numeracy, and gifted education.
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build teacher capacity to use in class and standardised assessment data (PAT) to differentiation to identify and meet the needs of students with a focus on literacy, numeracy, and gifted learners.
Outcomes	Differentiation <ul style="list-style-type: none"> • Students will be provided with differentiated curriculum and pedagogy at their point of need in the learning continuum - teach to the top, enrich the middle, and scaffold the bottom • Teachers will identify the learning needs of students based on diagnostic assessment data. Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre, checkpoint and post unit assessments - teach to the top, enrich the middle, and scaffold the bottom • Teachers will plan in PLCs to differentiated curriculum and pedagogy and to provide teaching at each student's point of need in the learning continuum - teach to the top, enrich the middle, and scaffold the bottom • Teachers will understand and implement strategies to enrich and extend the learning of high performing students through targeted strategies - teach to the top • Leaders will support teaching teachers to build assessment and differentiation practices through clear processes and professional learning • Leaders will support teaching teachers to understand and implement strategies to enrich and extend the learning of high performing students through targeted strategies - teach to the top. School Wide Literacy <ul style="list-style-type: none"> • Students will be able to demonstrate the consistent use of the College's non-negotiable school wide literacy strategies across all learning areas

	<ul style="list-style-type: none"> • Students requiring targeted academic support or intervention in literacy and numeracy, will be identified, and supported within the classroom and through the College's intervention programs - Advance (Year 7 & 8), Numeracy Years 7-9 and MYLNS in Year 10 • Teachers will understand and consistently implement the non-negotiable Literacy Strategies of the College • Leaders will support teaching teachers and ES classroom aides to understand and implement the non-negotiable Literacy Strategies of the College through professional learning and PLCs. <p>Numeracy Improvement</p> <ul style="list-style-type: none"> • Students requiring targeted academic support or intervention in literacy and numeracy, will be identified, and supported within the classroom and through the College's intervention programs - Advance (Year 7 & 8), Numeracy Years 7-9 and MYLNS in Year 10 • Students will display an increased use of numeracy-specific vocabulary in mathematics • Teachers will provide targeted academic support to students through numeracy goals in IEPs as required • Leaders will support mathematics teachers to develop a comprehensive understand of problem solving, explicit numeracy terminology and literacy in mathematics through the provision of professional learning in PLCs • Leaders will provide opportunities for teachers to identify and plan for the implementation of non-negotiable school wide numeracy strategies in 2024.
<p>Success Indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation to meet the needs of all students - teach to the top, enrich the middle, and scaffold the bottom • Formative and summative numeracy/mathematics assessment will show student learning growth • Pre-unit, check point and post unit assessment results will be documented and regularly analysed to inform future planning for differentiation • Student IEPs will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed • All teachers will understand and implement the non-negotiable literacy strategies within their classrooms as evidenced through classroom observation • All mathematics teachers will have been provided with Professional Learning on numeracy specific language and problem solving and will begin to implement in their classrooms as evidenced through classroom observation <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra • The percentage of students in the top two NAPLAN bands for Numeracy will increase

- SSS factors: instructional leadership, collective efficacy
- AtoSS factors: stimulated learning

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provision of a Professional Learning on differentiation provided to all teachers by Glen Pearsall	<input checked="" type="checkbox"/> Assistant Principal	<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
Domain Leaders undertake PLC training via DET to support their understanding of the effective leadership of PLCs	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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

<p>Time provided for mathematics Domain and PLCs to work collaboratively with learning partner to improve understanding of effective teaching, the thinking classroom and problem solving</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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>Professional Learning provided to teachers on the use of Literacy Strategies - College Wide non-negotiable literacy strategies</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</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>Professional Learning provided to teachers on supporting gifted and high performing students in the classroom</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</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
Professional Learning provided to teachers on supporting Tier 2 and Tier 3 Inclusion funded students in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" 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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To continue to proactively develop a multi-tiered response model to support students' mental health and wellbeing <ul style="list-style-type: none"> • School Wide Positive Behaviours - development of non-classroom setting matrix • Life-Skills • STEP UP (Year 7) and mentor group Years 8 & 9 • Enhanced Student Wellbeing Team • Teen Mental Health First Aid Training for Year 10 			

Outcomes	<ul style="list-style-type: none"> • Students will be able to explain what positive mental health means and where they can seek support at school • Students will report improved mental health, wellbeing and resilience • 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, Year 7 STEP UP and Year 8 & 9 Mentoring • The College wellbeing team will directly support students' mental health and/or provide referrals • Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health and wellbeing • 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 • Year 7 students will indicate feeling supported to transition effectively to secondary school through their learning in STEP-UP 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Policies and programs will show documentation of multi-tiered response model • SWPB non-classroom setting matrix completed and published to community • Curriculum developed and implemented in relation to study skills, mental health and wellbeing and life skills will be completed for Years 7-9 • Students will have participated in elements of the broad wellbeing program in Semester 1 • Student support resources displayed around the school will show how students can seek support • Year 7s who have participated in STEP UP will report feeling supported to <p>Late indicators:</p> <ul style="list-style-type: none"> • Compass data will indicate improved help seeking around mental health and wellbeing referrals post Teen Mental Health First Aid training • Attitudes to School Survey factors: transition 6 into 7, sense of connectedness, emotional awareness and regulation, psychological distress, resilience 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Training of staff and students in School Wide Positive Behaviours	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			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
Mental health First Aid for Teens run for Year 10 students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 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
STEP UP and Mentor Group curriculum developed and implemented	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading 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
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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	\$0.00	\$96,250.00	-\$96,250.00
Disability Inclusion Tier 2 Funding	\$0.00	\$170,972.05	-\$170,972.05
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$267,222.05	-\$267,222.05

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provision of a Professional Learning on differentiation provided to all teachers by Glen Pearsall	\$10,000.00
Professional Learning provided to teachers on supporting Tier 2 and Tier 3 Inclusion funded students in the classroom	\$10,000.00
Totals	\$20,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provision of a Professional Learning on differentiation provided to all teachers by Glen Pearsall	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Totals		\$10,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Professional Learning provided to teachers on supporting Tier 2 and Tier 3 Inclusion funded students in the classroom	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • CRT (to attend school planning)
Totals		\$10,000.00	

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
Indication of how equity and Inclusion funded will be utilised	\$247,222.05
Totals	\$247,222.05

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Indication of how equity and Inclusion funded will be utilised	from: Term 1 to: Term 4	\$86,250.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Totals		\$86,250.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Indication of how equity and Inclusion funded will be utilised	from: Term 1 to: Term 4	\$160,972.05	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> •
Totals		\$160,972.05	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Indication of how equity and Inclusion funded will be utilised	from: Term 1 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provision of a Professional Learning on differentiation provided to all teachers by Glen Pearsall	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Glen Pearsall	<input checked="" type="checkbox"/> On-site
Domain Leaders undertake PLC training via DET to support their understanding of the effective leadership of PLCs	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site TBC - DET training
Professional Learning provided to teachers on the use of Literacy Strategies - College Wide non-negotiable literacy strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning provided to teachers on supporting gifted and high performing students in the classroom	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> On-site
Professional Learning provided to teachers on supporting Tier 2 and Tier 3 Inclusion funded students in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> External consultants TBC	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Training of staff and students in School Wide Positive Behaviours	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> On-site