2022 Annual Implementation Plan

for improving student outcomes

Beaumaris Secondary College (7566)

Submitted for review by Debby Chaves (School Principal) on 16 June, 2022 at 11:39 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 20 June, 2022 at 12:58 PM

Self-evaluation summary - 2022

Beaumaris Secondary College (7566)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
Teaching and Learning			

Assessment			

Leadership			

Engagement			

Support			

Enter your reflective comments	
Considerations for 2022	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	Sense of Connectedness 65 positive endorsementTeacher Concern 43 percent positive endorsementThe percentages of students who achieve results in the top two bands in NAPLAN at Year 9 Numeracy will be 30 percent
Maximise student learning outcomes	Yes	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*.	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy .

		*Note – no benchmark data available as no Year 9 students until 2021	
		Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.
		Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent .
		The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 45 percent in Reading, to 30 percent in Writing and to 50 percent in Numeracy for 2023*. *Note – no benchmark data available as no Year 9 students until 2021	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy
		Students achieving above benchmark growth in NAPLAN in Reading, Writing and Numeracy to be at 30 percent high growth in 2023.	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.
		Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent in 2023.	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable

			curriculum from 75 percent to be at 80 percent.
Maximise student engagement with learning.	Yes	Increase student opinion measures of • Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023, • Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.	Increase student opinion measures ofMotivation and interest in Year 9 to 60 percent and Year 8 65 percent.Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.
		Increase parent opinion survey results in the areas of • Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023 • Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.	Positive Transitions to 80 percentTeacher communication from at 70 percent
		Improve the average days of student absence to be below 15 days by 2023.	Improve the average days of student absence to be below 15 days
		Increase student opinion measures of • Motivation and interest from 64 per cent at Year 7, and 60 per cent at Year 8 in 2019 to be at an average of 75 percent in 2023, • Student voice and agency from 44 per cent at Year 7, and 51 per cent at Year 8 in 2019 to be at an average of 60 percent in 2023.	Increase student opinion measures ofMotivation and interest in Year 9 to 60 percent and Year 8 65 percent.Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.

		Increase parent opinion survey results in the areas of • Positive transitions from 78 per cent positive endorsement in 2019 to be at 80 percent in 2023 • Teacher communication from 59 per cent positive endorsement in 2019 to be at 70 percent in 2023.	Positive Transitions to 80 percentTeacher communication from at 70 percent
		Improve the average days of student absence to be below 15 days by 2023 .	Improve the average days of student absence to be below 15 days
Embed wellbeing at the College based on the shared values and vision.	Yes	Increase student opinion measures of • Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023, • Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.	Sense of Connectedness 65 positive endorsementTeacher Concern 43 percent positive endorsement
		Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.	Safety Domain is 83 percent positive endorsement
		Increase the staff opinion survey measures for Teacher Collaboration from 71 percent in 2019 per cent positive endorsement to be at 85 percent in 2023.	Teacher Collaboration at 85 percent positive endorsement
		Increase student opinion measures of • Teacher concern from 40 per cent positive endorsement in 2019 to be at 50 percent in 2023,	Sense of Connectedness 65 positive endorsementTeacher Concern 43 percent positive endorsement

		• Sense of connectedness from 65 per cent positive endorsement in 2019 to be at 70 percent in 2023.	
		Increase the parent opinion survey measures in the Safety domain from 78 percent in 2019 to be at 83 percent in 2023.	Safety Domain is 83 percent positive endorsement

Goal 1	**2022 Priorities Goal** **Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.**	
12-month target 1.1	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 Numeracy will be 30 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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.

Goal 2	**Maximise student learning outcomes**
12-month target 2.1	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy .
12-month target 2.2	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.
12-month target 2.3	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent .
12-month target 2.4	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy
12-month target 2.5	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.
12-month target 2.6	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.	Yes
KIS 2.b	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.	No

Excellence in teaching and learning		
KIS 2.c Excellence in teaching and learning	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.	No
KIS 2.d Excellence in teaching and learning	Maximise curriculum curation and implementation from Year 7 to Year 12, which scaffolds students to achieve deep learning.	No
KIS 2.e Positive climate for learning	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.	No
KIS 2.f Positive climate for learning	Equip students to have a voice to be active global citizens through a breadth of experiences and opportunities, and high expectations.	No
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.	We need to reconnect to our developing culture after the last 2 years.	
Goal 3	**Maximise student engagement with learning.**	
12-month target 3.1	Increase student opinion measures of Motivation and interest in Year 9 to 60 percent and Year 8 65 percent. Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.	
12-month target 3.2	Positive Transitions to 80 percent Teacher communication from at 70 percent	
12-month target 3.3	Improve the average days of student absence to be below 15 days	

12-month target 3.4	Increase student opinion measures of Motivation and interest in Year 9 to 60 percent and Year 8 65 percent. Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.	
12-month target 3.5	Positive Transitions to 80 percent Teacher communication from at 70 percent	
12-month target 3.6	Improve the average days of student absence to be below 15 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Excellence in teaching and learning	Ensure students have access to guaranteed and meaningful learning pathways which support transition.	No
KIS 3.b Excellence in teaching and learning	Ensure students have access to guaranteed and meaningful learning pathways which support transition.	No
KIS 3.c Professional leadership	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.	Yes
KIS 3.d Professional leadership	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.	No
KIS 3.e Positive climate for learning	Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.	No
KIS 3.f Positive climate for learning	Enhance whole school approaches to include opportunities for student agency in the co-construction of learning both inside and outside of the learning spaces.	No

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.	We need to reconnect to culture after the last 2 years.	
Goal 4	**Embed wellbeing at the College based on the shared values and vision.**	
12-month target 4.1	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement	
12-month target 4.2	Safety Domain is 83 percent positive endorsement	
12-month target 4.3	Teacher Collaboration at 85 percent positive endorsement	
12-month target 4.4	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement	
12-month target 4.5	Safety Domain is 83 percent positive endorsement	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Ensure students are known and there is proactive support for the student to thrive, grow and excel.	No
KIS 4.b Positive climate for learning	Ensure students are known and there is proactive support for the student to thrive, grow and excel.	No
KIS 4.c Community engagement in learning	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.	Yes

KIS 4.d Community engagement in learning	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.	No
KIS 4.e Community engagement in learning	Embed the partnerships between students, families and the College.	No
KIS 4.f Community engagement in learning	Embed the partnerships between students, families and the College.	No
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.	Our students need to reconnect to the college culture after the last 2 years.	

Define actions, outcomes, success indicators and activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12-month target 1.1	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 Numeracy will be 30 percent
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Analyse Year 7 & 9 2021 NAPLAN data to identify students and priority areas in reading, writing and numeracy. Through professional learning, build staff capacity across all learning areas to embed numeracy, reading and writing strategies for support and enrichment. Provide high abilities students with opportunities to engage in literacy and numeracy deeper learning competitions and challenges. Ensure that Band 2 numeracy students are completing deeper learning tasks. Invite top two band numeracy students to participate in extracurricular numeracy programs.
Outcomes	Teachers ensure that numeracy, reading and writing strategies are visible in their curriculum. Students will feel supported with their learning through the curriculum and approach to teaching. Students will participate in challenges and enrichment opportunities provided by the school.

Success Indicators	Reading, writing and numeracy strategies will be visible across all learning areas. Student feedback from our Amplify (student voice program) Measure student participation in challenge and enrichment opportunities recorded in the CCA database.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A learning audit within the curriculum to assess how numeracy and reading is taught in other learning areas.	☑ All staff ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Use E-write to measure student's writing skills and provide goal setting opportunities.	☑ All staff ☑ Assistant principal ☑ Literacy leader	☑ PLP Priority	from: Term 1 to: Term 2	$15,000.00
Set up analytics on Compass to make student data visible to teachers.	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader	☐ PLP Priority	from: Term 2 to: Term 3	$10,000.00
Teachers will be supported with making appropriate adjustments as outlined in IEPs to support students.	☑ All staff	☐ PLP Priority	from: Term 1	$200,000.00

	☑ Disability inclusion coordinator ☑ Homegroup teachers		to: Term 4	☑ Disability Inclusion Tier 2 Funding will be used
Literacy Intervention Program EAGLE	☑ Education support	☐ PLP Priority	from: Term 1 to: Term 4	$51,000.00 ☑ Equity funding will be used

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Develop a whole-school, shared understanding, of what embedding wellbeing for learning looks like in order to support flourishing and thriving student wellbeing and mental health. Review and refine the GOAL wellbeing program and grow the student/mentor/family relationships, to identify and implement authentic opportunities for students to feel seen, known and valued.
Outcomes	Teachers will implement intentional and explicit wellbeing learning for every student. Student's can use their strengths to support and develop their own wellbeing and learning. Students will have stronger emotional management, through greater self-awareness and self-regulation of emotions. Students will experience stronger relationships with peers and adults in the school community. Leaders will ensure they build staff capacity to understand and embed wellbeing for learning through professional development.
Success Indicators	Review and development of GOAL curriculum, scope and sequence from Year 7 to Year 11. Attitudes to School survey response data.

	Compass chronicle entries identifying the embedding of School Wide Positive Behaviours, especially the posting of positive chronicles. Data on engagement with Wellbeing services: Tiers 3 & 2				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Wellbeing Professional Learning.	☑ Assistant principal ☑ House leaders ☑ Leadership team ☑ SWPBS leader/team ☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 3	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
GOAL program audit, review and refinement.	☑ All staff ☑ Assistant principal ☑ Homegroup teachers ☑ House leaders ☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00
Embedding of Wellbeing strategies in all curriculum actions.	☑ All staff ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ House leaders ☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 4	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Identifying a broad range of data sources for wellbeing, and developing our capacity to use this data.	☑ All staff ☑ Assistant principal ☑ House leaders ☑ Leadership team ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Mental Health Practitioner -Mental Health nurse working with vulnerable students.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$75,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Maximise student learning outcomes
12-month target 2.1	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy .
12-month target 2.2	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.

12-month target 2.3	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent .
12-month target 2.4	The percentages of students who achieve results in the top two bands in NAPLAN at Year 9 to 40 percent in Reading, to 20 percent in Writing and to 30 percent in Numeracy
12-month target 2.5	Students achieving above benchmark growth in NAPLAN in Reading 30 percent, Writing 25 percent and Numeracy to be at 15 percent high growth.
12-month target 2.6	Increase the staff measures of Academic emphasis from 63 percent, and Guaranteed and viable curriculum from 75 percent to be at 80 percent.
KIS 2.a Building practice excellence	Develop and embed a whole school approach to the generation, analysis and use of student data and evidence.
Actions	Analyse Year 7 & 9 2021 NAPLAN data to identify students and priority areas in reading, writing and numeracy. Through professional learning, build staff capacity across all learning areas to embed numeracy, reading and writing strategies for support and enrichment. Provide high abilities students with opportunities to engage in literacy and numeracy deeper learning competitions and challenges. Ensure that Band 2 numeracy students are completing deeper learning tasks. Invite top two band numeracy students to participate in extracurricular numeracy programs.
Outcomes	Teachers ensure that numeracy, reading and writing strategies are visible in their curriculum. Students will feel supported with their learning through the curriculum and approach to teaching. Students will participate in challenges and enrichment opportunities provided by the school.

Success Indicators	Reading, writing and numeracy strategies will be visible across all learning areas. Student feedback from our Amplify (student voice program) Measure student participation in challenge and enrichment opportunities recorded in the CCA database.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Set up analytics on Compass to make student data visible to teachers.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Professional Learning Community represented in villages to build cross curricula strategies that support student needs.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

Goal 3	Maximise student engagement with learning.
12-month target 3.1	Increase student opinion measures of Motivation and interest in Year 9 to 60 percent and Year 8 65 percent. Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.
12-month target 3.2	Positive Transitions to 80 percent Teacher communication from at 70 percent
12-month target 3.3	Improve the average days of student absence to be below 15 days
12-month target 3.4	Increase student opinion measures of Motivation and interest in Year 9 to 60 percent and Year 8 65 percent. Student voice and agency positive endorsement at Year 8 and 9 at 50 percent.

12-month target 3.5	Positive Transitions to 80 percent Teacher communication from at 70 percent
12-month target 3.6	Improve the average days of student absence to be below 15 days
KIS 3.c Vision, values and culture	Ensure the teachers have the capability to enact the College vision to authentically engage students in their learning.
Actions	The Professional Learning Schedule needs to provide opportunities to reconnect to culture and teaching and learning that were developed pre-covid. To ensure a safe and orderly learning environment that caters to the needs of all students learning and wellbeing.
Outcomes	All teachers implementing Individual Education Plans for students that they teach. The curriculum will be refined to reflect the teaching and learning vision and on-site learning. Students will feel safe and engaged in their learning.
Success Indicators	Attendance data within each subject for each student. Student feedback from amplify program. Feedback from students and parents around the adjustments provided from the IEP.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Collection of feedback from SSG meetings throughout the year.	☑ All staff ☑ Assistant principal ☑ Disability inclusion coordinator ☑ Literacy improvement teacher	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Professional Learning to build staff capacity in writing IEPs	☑ All staff	☑ PLP Priority	from: Term 1	$5,000.00

				to: Term 1	☑ Disability Inclusion Tier 2 Funding will be used
Reconnecting to culture with School Wide Positive Behaviours	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	
Reconnect staff to teaching and learning vision and how we approach PBLs	☑ All staff	☑ PLP Priority	from: Term 3 to: Term 4	$10,000.00	

Goal 4	Embed wellbeing at the College based on the shared values and vision.
12-month target 4.1	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement
12-month target 4.2	Safety Domain is 83 percent positive endorsement
12-month target 4.3	Teacher Collaboration at 85 percent positive endorsement
12-month target 4.4	Sense of Connectedness 65 positive endorsement Teacher Concern 43 percent positive endorsement
12-month target 4.5	Safety Domain is 83 percent positive endorsement

KIS 4.c Building communities	Enhance opportunities for student voice, agency and leadership to support them to be active members of the College and wider community.				
Actions	Strengthening opportunities for student voice by developing student leadership capacity.				
Outcomes	Develop and embed a diverse student driven House Points and Micro-credential system. Build student leadership capacity to make collaborative decisions for the community.				
Success Indicators	To be able to award house trophies and student awards based on data gathered through points system. All students have at least one entry in Micro-credential portfolio and publish to community. Student leaders opinion and reflections throughout the year.				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student leaders to determine activities and value of activities that students participate in.	☑ House leaders ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
Broad whole school and cohort specific co-curricular opportunities for house and micro-credential activities.	☑ House leaders ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$12,000.00
Annual published record of CCA/ Microcredentials participation.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 4 to: Term 4	$5,000.00
Student leadership conference to make connections and develop collaborative leadership capacity.	☑ Assistant principal ☑ House leaders ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1	$3,000.00

	☑ Learning specialist(s)		to: Term 1	
Student reflection of leadership growth. Pre and post survey and group reflections.	☑ House leaders ☑ Learning specialist(s)	☐ PLP Priority	from: Term 4 to: Term 4	$1,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$44,891.00	$56,000.00	-$11,109.00
Disability Inclusion Tier 2 Funding	$136,421.00	$245,000.00	-$108,579.00
Schools Mental Health Fund and Menu	$76,396.00	$105,000.00	-$28,604.00
Total	**$257,708.00**	**$406,000.00**	**-$148,292.00**

Activities and milestones – Total Budget

Activities and milestones	Budget
A learning audit within the curriculum to assess how numeracy and reading is taught in other learning areas.	$25,000.00
Teachers will be supported with making appropriate adjustments as outlined in IEPs to support students.	$200,000.00
Literacy Intervention Program EAGLE	$51,000.00
Wellbeing Professional Learning.	$10,000.00
Embedding of Wellbeing strategies in all curriculum actions.	$5,000.00
Identifying a broad range of data sources for wellbeing, and developing our capacity to use this data.	$10,000.00
Mental Health Practitioner -Mental Health nurse working with vulnerable students.	$75,000.00

Collection of feedback from SSG meetings throughout the year.	$20,000.00
Professional Learning to build staff capacity in writing IEPs	$5,000.00
Reconnecting to culture with School Wide Positive Behaviours	$5,000.00
Totals	**$406,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
A learning audit within the curriculum to assess how numeracy and reading is taught in other learning areas.	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Literacy Intervention Program EAGLE	from: Term 1 to: Term 4	$51,000.00	☑ School-based staffing
Totals		**$56,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

A learning audit within the curriculum to assess how numeracy and reading is taught in other learning areas.	from: Term 1 to: Term 4	$15,000.00	
Teachers will be supported with making appropriate adjustments as outlined in IEPs to support students.	from: Term 1 to: Term 4	$200,000.00	☑ Professional learning for school-based staff • Middle school leaders • Whole school ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Education support staff • Classroom teacher ☑ Other workforces to support students with disability • Occupational therapy
Identifying a broad range of data sources for wellbeing, and developing our capacity to use this data.	from: Term 1 to: Term 4	$5,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Collection of feedback from SSG meetings throughout the year.	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator • Other Assistant Principal

			• Classroom teacher
Professional Learning to build staff capacity in writing IEPs	from: Term 1 to: Term 1	$5,000.00	☑ Professional learning for school-based staff • Middle school leaders • Principal class ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		**$245,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Wellbeing Professional Learning.	from: Term 2 to: Term 3	$10,000.00	☑ Tier 1/Category: Bullying prevention
Embedding of Wellbeing strategies in all curriculum actions.	from: Term 2 to: Term 4	$5,000.00	☑ Tier 1/Category: Whole school approach to positive mental health
Identifying a broad range of data sources for wellbeing, and	from: Term 1	$10,000.00	☑ Tier 1/Category: Social and emotional learning and mental health literacy **This activity will use Foundation Resources (DET Funded initiatives or other free resources)**

developing our capacity to use this data.	to: Term 4		○ Resilience, Rights and Respectful Relationships Teaching Resources Respectful Relationships
Mental Health Practitioner - Mental Health nurse working with vulnerable students.	from: Term 1 to: Term 4	$75,000.00	☑ Tier 3/Category: Mental health and wellbeing professionals **This activity will use Mental Health Menu staffing** ○ Additional mental health and wellbeing professional Rachel Felmingham
Reconnecting to culture with School Wide Positive Behaviours	from: Term 1 to: Term 3	$5,000.00	☑ Tier 1/Category: Whole school approach to positive mental health **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** ○ Schoolwide Positive Behaviour Support (SWPBS) Resources online
Totals		**$105,000.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
A learning audit within the curriculum to assess how numeracy and reading is taught in other learning areas.	☑ All staff ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Network professional learning	☑ VCAA curriculum specialist ☑ Literacy expertise ☑ Internal staff ☑ Literacy leaders	☑ On-site
Use E-write to measure student's writing skills and provide goal setting opportunities.	☑ All staff ☑ Assistant principal ☑ Literacy leader	from: Term 1 to: Term 2	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Literacy expertise ☑ MYLYNS Improvement teacher	☑ On-site
Wellbeing Professional Learning.	☑ Assistant principal ☑ House leaders ☑ Leadership team	from: Term 2 to: Term 3	☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

	☑ SWPBS leader/team ☑ Wellbeing team					
Embedding of Wellbeing strategies in all curriculum actions.	☑ All staff ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ House leaders ☑ Leadership team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Pedagogical Model	☑ On-site
Identifying a broad range of data sources for wellbeing, and developing our capacity to use this data.	☑ All staff ☑ Assistant principal ☑ House leaders ☑ Leadership team	from: Term 1 to: Term 4	☑ Individualised reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

	☑ Wellbeing team					
Professional Learning Community represented in villages to build cross curricula strategies that support student needs.	☑ All staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ MYLYNS Improvement teacher	☑ On-site
Professional Learning to build staff capacity in writing IEPs	☑ All staff	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Reconnecting to culture with School Wide Positive Behaviours	☑ All staff	from: Term 1 to: Term 3	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Reconnect staff to teaching and learning vision and how we approach PBLs	☑ All staff	from: Term 3 to: Term 4	☑ Curriculum development	☑ Timetabled planning day	☑ Internal staff ☑ Pedagogical Model	☑ On-site