

2022 Annual Implementation Plan

for improving student outcomes

Ringwood Secondary College (8270)



Submitted for review by Maria Allison (School Principal) on 28 February, 2022 at 03:06 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

Ringwood Secondary College (8270)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	Learning Specialist feedback on 2021 AIP end of year monitoring Bounce feedback 2021 NAPLAN 2021 summary-Teacher Judgements compared to NAPLAN results Attitudes to School data-Stimulated Learning School staff survey- Collective efficacy, Academic emphasis, Guaranteed and viable curriculum Year 12 outcomes ACE class outcomes
	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	School staff survey- Monitoring effectiveness of using data, Moderation of student assessment, Understand formative assessment, Use of feedback to inform teaching practice

	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
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Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving	School staff survey- Instructional leadership, Trust in Colleagues, Managing bullying Learning Specialist feedback Reflections on PLC SIT Prefects Brainstorming sessions
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving	Attitudes to School survey- Attitudes to attendance, Sense of confidence, Student voice and agency School summary report- student absences
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving	Attitudes to School data- Advocate at school, Experience of bullying, Respect for diversity
	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>Staff have been resourceful and quite resilient despite their articulation of the stress impactors. The teaching program across all year levels has been delivered well and with very concise and direct communications to both students and parents. The physical programs were restricted but again were organised to a degree of success. eg musical rehearsals continued online as did the senior musical production 'Grease" rehearsals eventuated after months of online rehearsals. Extra curricular programs operated where possible. The TLI program successfully targeted our nominated students selected through PAT testing, attendance data, NAPLAN and On Demand data and anecdotal commentaries.</p> <p>Evidence to support the implementation of learning programs and co curricula events: all students completed designated assessments, completed end of year exams, joined in with co curricula programs eg (sport, music performances and ensemble rehearsals, HAP), several VCE students selected/shortlisted for VCAA Seasons of Excellence (Top Designs), the Senior musical production included a large number fo students and staff despite Covid-19 restrictions.</p>
Considerations for 2022	<p>The TLI program will be reviewed and evaluated with changes implemented in 2022.</p> <p>Succinct lesson plans using the RSC pedagogical model will continue in 2022.</p> <p>Staff briefings and meetings were held successfully online and involved part time staff when in the past their active participation may have been comprised. Meetings can be recorded. Communication was recorded and easily accessible for all.</p> <p>Extra support can be provided through funded professional learning and most importantly staff being provided with extra time to refine and adapt the laborious work needed to survive remote and flexible learning and competing DET administrative priorities.</p> <p>Targeted sessions on differentiation is still required.</p> <p>PLCs will resume and will focus on/target options including: cohort student growth especially in Years 8 and 9 and differentiation.</p>

Documents that support this plan

Reflections on PLC 2021 Cycle 1.docx (0.34 MB)
Reflections on PLC 2021 Cycle 2.docx (0.01 MB)
RSC staff meeting 2nd August -reflections and opportunities.docx (0.22 MB)

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student achievement and growth in learning
Target 2.1	<p>By 2024 improve the percentages of Year 9 students achieving NAPLAN</p> <ul style="list-style-type: none"> • above benchmark growth in reading from 22% in 2019 to 27%, and decrease below benchmark growth from 31% to 25% • above benchmark growth in writing from 24% to 28%, and decrease below benchmark growth from 24% to 20% • above benchmark growth in numeracy from 20% to 26% and decrease below benchmark growth from 29% to 25%.
Target 2.2	<p>By 2024 increase the median VCE study score from 29.9 (in 2019) to 30.5 and increase the percentage of 40+ study scores from 7% in 2019 to 9%.</p>

Target 2.3	By 2024 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis from 55% in 2019 to 62%, for collective efficacy from 64% in 2019 to 70% and for teacher collaboration from 44% to 60%.
Target 2.4	By 2024 the percentages of Year 7 to 10 students above expected levels according to teacher judgements, will increase for reading from 6% (2018) to 20%, for writing from 8% to 20%, and for number from 19% to 22%.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop staff capabilities in effectively delivering high-quality practice in feedback, differentiation and metacognition
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff capabilities to effectively select and use data to improve high-quality practice
Key Improvement Strategy 2.c Building practice excellence	Further embed the college-wide delivery of the Instructional Model
Goal 3	Improve student engagement in their learning
Target 3.1	By 2024 the percentages of positive endorsement in the Attitude to School Survey (AtSS) will increase for: <ul style="list-style-type: none"> • stimulated learning from 48% in 2019 for Years 7-9 to 60% and from 52% for Years 10-12 to 65% • for student voice and agency from 32% for Years 7-9 to 50% and from 44% for Years 10-12 to 55% • for teacher concern from 29% for Years 7-9 to 50% and from 33% for Years 10-12 to 50% • and for self-regulation and goal setting from 55% for Years 7-9 to 65% and from 60% for Years 10-12 to 68%.

Target 3.2	By 2024 the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase from 74% in 2019 to 80% for student voice and agency, and from 55% to 65% for teacher communication.
Target 3.3	By 2024 improve the student Positive Learning Behaviours by 5 percentage points based upon benchmarked college data established in 2020.
Key Improvement Strategy 3.a Empowering students and building school pride	Build a college-wide understanding and activation of student voice and agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop accessible processes and mechanisms for all stakeholder feedback to improve learning
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Increase staff knowledge of and ability to create opportunities for students to extend positive learning behaviours
Key Improvement Strategy 3.d Health and wellbeing	Strengthen wellbeing and connectedness initiatives to increase student engagement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Targets for this goal</p> <p>Target 1.1 By 2024 improve the percentages of students achieving NAPLAN</p> <p>above benchmark growth in reading from 22% in 2019 to 25% in 2022 (target 27% in 2024), and decrease below benchmark growth from 31% to 22% in 2022 (target 25% in 2024)</p> <p>above benchmark growth in writing from 24% to 25% in 2022 (target 28% in 2024) , and decrease below benchmark growth from 24% to 22% in 2022 (target 20% in 2024)</p> <p>above benchmark growth in numeracy from 20% to 22% in 2022 (target 26% in 2024) and decrease below benchmark growth from 29% to 27% in 2022 (target 25% in 2024).</p> <p>Target 1.2</p> <p>In 2022 increase the VCE median study score to 30.5 (target in 2024 is 30.5) and increase the percentage of 40+ study scores to 9% (target in 2024 is 9%)</p>

			<p>Target 1.3 In 2022 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis to 60% (target in 2024 is 62%) for collective efficacy 65% (target in 2024 is 70%) and for teacher collaboration 50% (target in 2024 is 60%)</p> <p>Target 1.4 In 2022 the percentages of students above expected levels according to teacher judgements, will increase for reading to 15% (target in 2024 is 20%,) for writing 10% (target in 2024 is 20%,) and for number 20% (target in 2024 is 22%.)</p>
Improve student achievement and growth in learning	No	<p>By 2024 improve the percentages of Year 9 students achieving NAPLAN</p> <ul style="list-style-type: none"> • above benchmark growth in reading from 22% in 2019 to 27%, and decrease below benchmark growth from 31% to 25% • above benchmark growth in writing from 24% to 28%, and decrease below benchmark growth from 24% to 20% • above benchmark growth in numeracy from 20% to 26% and decrease below benchmark growth from 29% to 25%. 	
		<p>By 2024 increase the median VCE study score from 29.9 (in 2019) to 30.5 and increase the percentage of 40+ study scores from 7% in 2019 to 9%.</p>	

		<p>By 2024 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis from 55% in 2019 to 62%, for collective efficacy from 64% in 2019 to 70% and for teacher collaboration from 44% to 60%.</p>	
		<p>By 2024 the percentages of Year 7 to 10 students above expected levels according to teacher judgements, will increase for reading from 6% (2018) to 20%, for writing from 8% to 20%, and for number from 19% to 22%.</p>	
<p>Improve student engagement in their learning</p>	<p>No</p>	<p>By 2024 the percentages of positive endorsement in the Attitude to School Survey (AtSS) will increase for:</p> <ul style="list-style-type: none"> ● stimulated learning from 48% in 2019 for Years 7-9 to 60% and from 52% for Years 10-12 to 65% ● for student voice and agency from 32% for Years 7-9 to 50% and from 44% for Years 10-12 to 55% ● for teacher concern from 29% for Years 7-9 to 50% and from 33% for Years 10-12 to 50% ● and for self-regulation and goal setting from 55% for Years 7-9 to 65% and from 60% for Years 10-12 to 68%. 	
		<p>By 2024 the percentages of positive endorsement in the Parent Opinion Survey (POS) will increase from 74% in 2019 to 80% for student voice and agency, and from 55% to 65% for teacher communication.</p>	

		By 2024 improve the student Positive Learning Behaviours by 5 percentage points based upon benchmarked college data established in 2020.	
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Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>Targets for this goal Target 1.1 By 2024 improve the percentages of students achieving NAPLAN</p> <p>above benchmark growth in reading from 22% in 2019 to 25% in 2022 (target 27% in 2024), and decrease below benchmark growth from 31% to 22% in 2022 (target 25% in 2024) above benchmark growth in writing from 24% to 25% in 2022 (target 28% in 2024) , and decrease below benchmark growth from 24% to 22% in 2022 (target 20% in 2024) above benchmark growth in numeracy from 20% to 22% in 2022 (target 26% in 2024) and decrease below benchmark growth from 29% to 27% in 2022 (target 25% in 2024).</p> <p>Target 1.2</p> <p>In 2022 increase the VCE median study score to 30.5 (target in 2024 is 30.5) and increase the percentage of 40+ study scores to 9% (target in 2024 is 9%)</p> <p>Target 1.3 In 2022 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis to 60% (target in 2024 is 62%) for collective efficacy 65% (target in 2024 is 70%) and for teacher collaboration 50% (target in 2024 is 60%)</p> <p>Target 1.4</p>

	In 2022 the percentages of students above expected levels according to teacher judgements, will increase for reading to 15% (target in 2024 is 20%,) for writing 10% (target in 2024 is 20%,) and for number 20% (target in 2024 is 22%.)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>Targets for this goal Target 1.1 By 2024 improve the percentages of students achieving NAPLAN</p> <p>above benchmark growth in reading from 22% in 2019 to 25% in 2022 (target 27% in 2024), and decrease below benchmark growth from 31% to 22% in 2022 (target 25% in 2024) above benchmark growth in writing from 24% to 25% in 2022 (target 28% in 2024) , and decrease below benchmark growth from 24% to 22% in 2022 (target 20% in 2024) above benchmark growth in numeracy from 20% to 22% in 2022 (target 26% in 2024) and decrease below benchmark growth from 29% to 27% in 2022 (target 25% in 2024).</p> <p>Target 1.2 In 2022 increase the VCE median study score to 30.5 (target in 2024 is 30.5) and increase the percentage of 40+ study scores to 9% (target in 2024 is 9%)</p> <p>Target 1.3 In 2022 the percentages of positive endorsement in the School Staff Survey (SSS) will increase for academic emphasis to 60% (target in 2024 is 62%) for collective efficacy 65% (target in 2024 is 70%) and for teacher collaboration 50% (target in 2024 is 60%)</p> <p>Target 1.4 In 2022 the percentages of students above expected levels according to teacher judgements, will increase for reading to 15% (target in 2024 is 20%,) for writing 10% (target in 2024 is 20%,) and for number 20% (target in 2024 is 22%.)</p>
<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<p>Strengthen the school-wide approach to communication around sharing student challenges and solutions in learning and behaviour</p> <p>Build students' self-awareness of their learning behaviours.</p> <p>Address the specific learning needs of students with additional needs and/or disabilities.</p>
Outcomes	<p>1. Strengthen the school-wide approach to communication around sharing student challenges and solutions in learning and behaviour</p> <p>Students will understand how scaffolding and interventions help their learning and behaviour Teachers will be able to identify students at their stage of learning and behaviour, providing clear lesson plans which consider differentiation and adjustments Leaders will increase the opportunity for collaboration between teachers, tutors, support, and specialist staff.</p> <p>2. Build students' self-awareness of their learning behaviours</p> <p>Students will know what the next steps are in their learning and behaviour Teachers will explicitly use the language which helps build students' understanding of their learning behaviours Leaders will have prioritised the development of teacher practice in assessment and differentiation by providing access to professional learning</p> <p>3. Address the specific learning needs of students with additional needs and/or disabilities</p> <p>Students with additional needs and /or disabilities will have appropriate intervention Teachers will work with tutors to provide targeted academic support to students Leaders will prioritise time and support for teachers, specialist staff and support staff to engage in shared planning</p>
Success Indicators	<p>Early Indicators</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>Data availability indicating student progress: NAPLAN (Reading, Writing and Numeracy), Vic Curriculum levels, Pivot surveys.</p> <p>Differentiated resources used in tailored supports eg found in IEPs, lesson plans, school documentation</p>

	<p>Late Indicators VCE & VCAL outcomes: median, mean and study scores over 40 Post test results from assessments from sources such as PAT or the Digital Assessment Library (English, Maths) Students, staff and parent perception surveys- Instructional Leadership, Collective Efficacy, Stimulated Learning</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop a professional learning plan that supports staff to identify and meet the individual learning needs of all students, in particular students with additional needs/disabilities underpinned with positive education lens.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$50,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Overtly use the instructional model and HITS to ensure students are reviewing and reflecting after each lesson. Use knowledge of differentiation. Use programs such as TLI, MYLNS, High Ability.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Change the meeting structures and embed time for teachers and support staff to meet and plan eg PLT/PLCs, Year 9 A-J MSTeams online groups,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Purchase equipment and adaptive technology to support teaching and learning of students with additional needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Implement positive education strategies through all curricular and co-curricular areas	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(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 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 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to wellbeing and a continuity of care Build staff capacity to Identify a range of student wellbeing needs and refer appropriately			
Outcomes	1. Establish a whole school approach to wellbeing and a continuity of care Students will be able to identify their own wellbeing needs and where they can seek support Teachers and the Wellbeing team will strengthen their process around student support Leaders will support the continuous development, documentation, and revision of a multi-tiered response model to mental health 2. Build staff capacity to Identify a range of student well being needs Students will report improved wellbeing Teachers will be able to recognise, respond to and refer students' wellbeing needs Leaders will support the activities around wellbeing eg Mental Health Carnival, social and personal capabilities across the curriculum, BOUNCE			

Success Indicators	<p>Early Indicators Classroom and peer observations Student engagement in wellbeing programs Assessment data</p> <p>Late Indicators Students, staff and parent perception survey results: Resilience (AtoSS), School Connectedness (AtoSS) Semester 2 teacher observation of student engagement in class Health and wellbeing data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed. Support programs such as RAISE mentoring, PIVOT Surveys, I Can, EACH.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a professional learning plan to support teachers to understand how to foster positive student health and wellbeing eg NESLI, MPEN, Internal PL (Safe Schools).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability and conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Establish student focus groups to seek feedback on the schools' approach to supporting student wellbeing eg MPEN, SRC.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Organise workshops with Wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student wellbeing eg MHP, MPEN to support PL and lunchtime activities/support teams.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<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 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$228,730.00	\$176,500.00	\$52,230.00
Disability Inclusion Tier 2 Funding	\$406,407.00	\$110,500.00	\$295,907.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$635,137.00	\$287,000.00	\$348,137.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a professional learning plan that supports staff to identify and meet the individual learning needs of all students, in particular students with additional needs/disabilities underpinned with positive education lens.	\$50,000.00
Overtly use the instructional model and HITS to ensure students are reviewing and reflecting after each lesson. Use knowledge of differentiation. Use programs such as TLI, MYLNS, High Ability.	\$10,000.00
Change the meeting structures and embed time for teachers and support staff to meet and plan eg PLT/PLCs, Year 9 A-J MSTeams online groups,	\$10,000.00

Purchase equipment and adaptive technology to support teaching and learning of students with additional needs.	\$50,000.00
Implement positive education strategies through all curricular and co-curricular areas	\$10,000.00
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed. Support programs such as RAISE mentoring, PIVOT Surveys, I Can, EACH.	\$20,000.00
Develop a professional learning plan to support teachers to understand how to foster positive student health and wellbeing eg NESLI, MPEN, Internal PL (Safe Schools).	\$25,000.00
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability and conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms.	\$5,000.00
Establish student focus groups to seek feedback on the schools' approach to supporting student wellbeing eg MPEN, SRC.	\$2,000.00
Organise workshops with Wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student wellbeing eg MHP, MPEN to support PL and lunchtime activities/support teams.	\$10,000.00
Totals	\$192,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet the individual learning needs of all students, in particular students with additional needs/disabilities underpinned with positive education lens.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Overtly use the instructional model and HITS to ensure students are reviewing and reflecting after each lesson. Use knowledge of differentiation. Use programs such as TLI, MYLNS, High Ability.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Change the meeting structures and embed time for teachers and support staff to meet and plan eg PLT/PLCs, Year 9 A-J MSTeams online groups,	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Purchase equipment and adaptive technology to support teaching and learning of students with additional needs.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Implement positive education strategies through all curricular and co-curricular areas	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		<input checked="" type="checkbox"/> Support services
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed. Support programs such as RAISE mentoring, PIVOT Surveys, I Can, EACH.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop a professional learning plan to support teachers to understand how to foster positive student health and wellbeing eg NESLI, MPEN, Internal PL (Safe Schools).	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability and conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Establish student focus groups to seek feedback on the schools' approach to supporting student wellbeing eg MPEN, SRC.	from: Term 1 to: Term 4	\$1,000.00	

Organise workshops with Wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student wellbeing eg MHP, MPEN to support PL and lunchtime activities/support teams.	from: Term 1 to: Term 4	\$8,000.00	
Totals		\$91,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a professional learning plan that supports staff to identify and meet the individual learning needs of all students, in particular students with additional needs/disabilities underpinned with positive education lens.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Overtly use the instructional model and HITS to ensure students are reviewing and reflecting after each lesson. Use knowledge of differentiation. Use programs such	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff • Disability Inclusion Coordinator

as TLI, MYLNS, High Ability.			
Change the meeting structures and embed time for teachers and support staff to meet and plan eg PLT/PLCs, Year 9 A-J MSTeams online groups,	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> •
Purchase equipment and adaptive technology to support teaching and learning of students with additional needs.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Customised or adjustable furniture • Sensory resources
Implement positive education strategies through all curricular and co-curricular areas	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed. Support programs such as RAISE mentoring, PIVOT	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

Surveys, I Can, EACH.			
Develop a professional learning plan to support teachers to understand how to foster positive student health and wellbeing eg NESLI, MPEN, Internal PL (Safe Schools).	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
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability and conduct peer-observations to explore how the Personal and Social General Capability is taught across classrooms.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other DET resources, free resources
Establish student focus groups to seek feedback on the schools' approach to supporting student wellbeing eg MPEN, SRC.	from: Term 1 to: Term 4	\$1,000.00	
Organise workshops with Wellbeing staff and student leaders to seek input into the development of multi-tiered responses to support student wellbeing eg MHP, MPEN to support PL and lunchtime activities/support teams.	from: Term 1 to: Term 4	\$2,000.00	
Totals		\$95,500.00	

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
Learning support programs in Literacy and Numeracy	\$100,000.00
Totals	\$100,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning support programs in Literacy and Numeracy	from: Term 1 to: Term 4	\$85,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$85,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Learning support programs in Literacy and Numeracy	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Totals		\$15,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Learning support programs in Literacy and Numeracy	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a professional learning plan that supports staff to identify and meet the individual learning needs of all students, in particular students with additional needs/disabilities underpinned with positive education lens.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Overtly use the instructional model and HITS to ensure students are reviewing and reflecting after each lesson. Use knowledge of differentiation. Use programs such as TLI, MYLNS, High Ability.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<input checked="" type="checkbox"/> On-site
Implement positive education strategies through all curricular and co-curricular areas	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants 	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)		<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	MPEN Project Leader, HOPE Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed. Support programs such as RAISE mentoring, PIVOT Surveys, I Can, EACH.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop a professional learning plan to support teachers to understand how to foster positive student health and wellbeing eg NESLI, MPEN, Internal PL (Safe Schools).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Maroondah Positive Education Network (MPEN)Project Leader NESLI <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Organise workshops with Wellbeing staff and student leaders to seek input into the development of multi-tiered	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>responses to support student wellbeing eg MHP, MPEN to support PL and lunchtime activities/support teams.</p>	<p>Implementation Team</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Wellbeing consultants <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	
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