

2024 Annual Implementation Plan

for improving student outcomes

Lyndhurst Secondary College (7108)



Submitted for review by Eloise Haynes (School Principal) on 22 February, 2024 at 01:24 PM
Endorsed by Victoria Golding (Senior Education Improvement Leader) on 08 March, 2024 at 04:23 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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	
Considerations for 2024	
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
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve the learning growth of every student in literacy and numeracy.	Yes	<p>Increase the percentage of students in the 'Strong' and 'Exceeding' proficiency levels for:</p> <ul style="list-style-type: none"> • Year 9 Reading from 53% (2023) to 60% (2026) • Year 9 Writing from 56% (2023) to 58% (2026) • Year 9 Numeracy from 55% (2023) to 60% (2026) <p>NAPLAN growth targets will be developed upon the availability of NAPLAN growth measures (currently unavailable due to change in reporting methods for NAPLAN).</p>	NAPLAN:Year 9 Reading from 53% to 55%Year 9 Writing from 56% to 57%Year 9 Numeracy from 55% to 57%
		<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> • academic emphasis from 22% (2022) to 35% (2026) • guaranteed and viable curriculum from 40% (2022) to 56% (2026) • understand how to analyse data from 33% (2022) to 50% (2026) 	SSS:Academic emphasis from 22% to 26% Guaranteed and viable curriculum from 40% to 46%Understand how to analyse data from 33% to 39%

		<p>Increase the percentage positive endorsement of students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> differentiated learning challenge from 58% (2022) to 62% (2026) effective teaching time from 59% (2022) to 65% (2026) sense of confidence from 57% (2022) to 60% (2026) 	<p>AtoSS:Differentiated learning challenge from 58% to 60% Effective teaching time from 59% to 61% Sense of confidence from 57% to 58%</p>
Empower students to be independent, engaged and motivated learners.	Yes	<p>Increase the percentage positive endorsement of students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> stimulated learning from 49% (2022) to 56% (2026) self-regulation and goal setting from 58% (2022) to 63% (2026) student voice and agency from 42% (2022) to 45% (2026) 	<p>AtoSS:Stimulated learning from 49% to 51% Self-regulation and goal setting from 58% to 60% Student voice and agency from 42% to 43%</p>
		<p>Increase the percentage positive endorsement of parents in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> student voice and agency from 42% (2022) to 52% (2026) high expectations for success from 68% (2022) to 78% (2026) 	<p>POS:Student voice and agency from 42% to 45% High expectations for success from 68% to 71%</p>
		<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factors:</p> <ul style="list-style-type: none"> promote student ownership of learning from 40% (2022) to 55% (2026) collective focus on student learning from 55% (2022) to 70% (2026) 	<p>SSS:Promote student ownership of learning from 40% to 45% Collective focus on student learning from 55% to 60%</p>
Improve the social and emotional wellbeing of all students.	Yes	<p>Increase the percentage positive endorsement of students in the AtoSS for the factors:</p> <ul style="list-style-type: none"> resilience from 64% (2022) to 69% (2026) emotional awareness and regulation from 58% (2022) to 62% (2026) sense of connectedness from 44% (2022) to 52% (2026) 	<p>AtoSS:Resilience from 64% to 66% Emotional awareness and regulation from 58% to 60% Sense of connectedness from 44% to 47%</p>

		<p>Increase the percentage positive endorsement of parents in the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • teacher communication from 63% (2022) to 72% (2026) • confidence and resiliency skills from 68% (2022) to 74% (2026) 	<p>POS:Teacher communication from 63% to 66% Confidence and resiliency skills from 68% to 70%</p>
		<p>Increase the percentage positive endorsement of staff in the School Staff Survey for the factor:</p> <ul style="list-style-type: none"> • parent and community involvement from 41% (2022) to 47% (2026) 	<p>SSS:Parent and community involvement from 41% to 43%</p>
		<p>Decrease the percentage of students with 20 or more absent days from 51% (2022) to below 40% (2026).</p>	<p>Absence Data:Decrease the percentage of students with 20 or more absent days from 51% to 48%</p>

Goal 2	Improve the learning growth of every student in literacy and numeracy.	
12-month target 2.1-month target	<p>NAPLAN: Year 9 Reading from 53% to 55% Year 9 Writing from 56% to 57% Year 9 Numeracy from 55% to 57%</p>	
12-month target 2.2-month target	<p>SSS: Academic emphasis from 22% to 26% Guaranteed and viable curriculum from 40% to 46% Understand how to analyse data from 33% to 39%</p>	
12-month target 2.3-month target	<p>AtoSS: Differentiated learning challenge from 58% to 60% Effective teaching time from 59% to 61% Sense of confidence from 57% to 58%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 2.a Leadership	Build the capability of the school leadership team to lead and develop a culture of continuous improvement.	No
KIS 2.b Teaching and learning	Develop, document and implement a guaranteed and viable curriculum.	Yes
KIS 2.c Assessment	Build capability of staff to develop, capture, analyse and utilise assessment and data to differentiate teaching and learning practices to support all students at point of need.	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 focus in 2023 was to start our work on introducing a consistent curriculum architecture and revised Instructional Model. This work commenced in Semester 2 and will continue with a focus on Year 7 curriculum in 2024. Our School Staff Survey results indicated a need to continue to build skills in data analysis and use with teachers to be able to plan and implement high quality learning experiences.	
Goal 3	Empower students to be independent, engaged and motivated learners.	
12-month target 3.1-month target	AtoSS: Stimulated learning from 49% to 51% Self-regulation and goal setting from 58% to 60% Student voice and agency from 42% to 43%	
12-month target 3.2-month target	POS: Student voice and agency from 42% to 45% High expectations for success from 68% to 71%	
12-month target 3.3-month target	SSS: Promote student ownership of learning from 40% to 45% Collective focus on student learning from 55% to 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Engagement	Strengthen opportunities for student voice, agency and leadership.	Yes
KIS 3.b Support and resources	Strengthen the partnership between staff, students, carers, families and community to create a shared responsibility for students' learning	No
KIS 3.c Engagement	Develop teacher capability to support students to set goals in order to be reflective and self-monitoring learners.	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.	Whilst our Attitudes to School Survey and School Staff Survey results related to student voice both improved in 2023, there is a strong desires for us as a college to build our whole school structures and frameworks around student voice and agency to ensure all students feel heard and valued. This is supported by the growth in our data in these areas, whilst improved, growing at a slower rate than some other areas.	
Goal 4	Improve the social and emotional wellbeing of all students.	
12-month target 4.1-month target	AtoSS: Resilience from 64% to 66% Emotional awareness and regulation from 58% to 60% Sense of connectedness from 44% to 47%	
12-month target 4.2-month target	POS: Teacher communication from 63% to 66% Confidence and resiliency skills from 68% to 70%	
12-month target 4.3-month target	SSS: Parent and community involvement from 41% to 43%	
12-month target 4.4-month target	Absence Data: Decrease the percentage of students with 20 or more absent days from 51% to 48%	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Develop and implement a whole school approach to empower students, build resilience and strengthen their social and emotional literacy.	No
KIS 4.b Support and resources	Develop and implement a whole school process with a tiered and responsive approach to support student wellbeing and inclusion.	Yes
KIS 4.c Support and resources	Strengthen the partnership between staff, students, carers, families and community to create a shared responsibility for students' wellbeing.	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.	In 2023, the college introduced pre-conditions for learning systems and structures in 2023, as well as daily home group and weekly Mentor classes. It is the desire to continue to focus on this work to strengthen the starts made in 2023. In addition, we wish to further boost our data in key areas related to this, including student perception of advocates at school and collective staff efficacy. Furthermore, the introduction of the Disability Inclusion reform into the college in 2024, as well as the continued need to focus on tiered approaches to wellbeing supports has made this a priority for 2024.	

Define actions, outcomes, success indicators and activities

Goal 2	Improve the learning growth of every student in literacy and numeracy.
12-month target 2.1 target	NAPLAN: Year 9 Reading from 53% to 55% Year 9 Writing from 56% to 57% Year 9 Numeracy from 55% to 57%
12-month target 2.2 target	SSS: Academic emphasis from 22% to 26% Guaranteed and viable curriculum from 40% to 46% Understand how to analyse data from 33% to 39%
12-month target 2.3 target	AtoSS: Differentiated learning challenge from 58% to 60% Effective teaching time from 59% to 61% Sense of confidence from 57% to 58%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement a guaranteed and viable curriculum.
Actions	<ol style="list-style-type: none"> 1. Develop, document and implement a guaranteed and viable curriculum. 2. Implement the LEARN Instructional Model across the college Years 7 to 12. 3. Develop school-wide approaches to access, analyse and use data.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support staff to collaborate, develop, document and deliver guaranteed viable curriculum. - build capacity of staff to understand and implement the 'LEARN' Instructional Model in all classes.

	<ul style="list-style-type: none"> - build staff capacity to access, analyse and use data to inform their teaching practice. <p>Teachers will:</p> <ul style="list-style-type: none"> - work collaboratively to develop, document and deliver guaranteed and viable curriculum. - understand and implement the 'LEARN' Instructional Model in all classes. - access, analyse and use data to teach students at their point of need. <p>Students will:</p> <ul style="list-style-type: none"> - engage in learning activities as part of a guaranteed and viable curriculum. - understand the 'LEARN' Instructional Model. - actively participate in tasks suitable for their point of need to the best of their ability. 			
<p>Success Indicators</p>	<p>School-gathered data and evidence:</p> <ol style="list-style-type: none"> 1. Documented curriculum maps, CATs and rubrics for pilot groups. 2. Documented Unit Overview Tools for non-pilot groups from Years 7 to 10 and VM. 3. Regularly scheduled Professional Learning for all staff on the 'LEARN' Instructional Model. 4. 'LEARN' Instructional Model is visible across the College including social media, information evenings. 5. Consistent use of 'LEARN' lesson plan template by all teachers. 6. Completed 'LEARN' lesson plans will be posted on Compass by all teachers for all classes prior to the lesson. 7. 'LEARN' Instructional Model appears as the background on all digital devices across the College. 8. Differentiated tasks provided to students to cater to their point of need. 9. Ongoing use of class profile document by all teaching staff. <p>System-level data and evidence:</p> <ol style="list-style-type: none"> 1. NAPLAN: Percentage decrease of students in needs additional support proficiency level for Reading, Writing and Numeracy. 2. PAT: Increased percentage of students experiencing growth over 12 months in Reading and Numeracy. 3. AToSS: Increased percentage of positive responses to the selected statements (see 2024 AIP Summary document) 4. SSS: Increased percentage of positive responses to the selected statements (see 2024 AIP Summary document) 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Teachers to complete / update required curriculum documentation including Unit Overview Tools, Curriculum Maps, CATs and Rubrics.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Build staff capacity to design and implement tiered and varied summative assessments and rubrics that connect to real-life learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build staff capacity in data literacy and use (include data access, analysis, action). Consider a range of data sources, including Edapt, PAT, NAPLAN, PIVOT and VCE data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Build capacity for all teachers to use the 'LEARN' Instructional Model and lesson plan template for all classes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Empower students to be independent, engaged and motivated learners.			
12-month target 3.1 target	AtoSS: Stimulated learning from 49% to 51% Self-regulation and goal setting from 58% to 60% Student voice and agency from 42% to 43%			
12-month target 3.2 target	POS: Student voice and agency from 42% to 45% High expectations for success from 68% to 71%			
12-month target 3.3 target	SSS: Promote student ownership of learning from 40% to 45% Collective focus on student learning from 55% to 60%			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen	Strengthen opportunities for student voice, agency and leadership.			

students' participation and engagement in school	
Actions	<ol style="list-style-type: none"> 1. Review and refine the process of gathering, applying and sharing student voices across the college e.g. forums, surveys, AToSS and PIVOT. This will include – analysing the results and sharing with students, staff and the community. 2. Build a culture of including student voice through goals and reflection in the classroom teaching and learning process. 3. Raise the profile of student voices including student leaders focusing on identified areas for improvement.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -Share/report back on student, staff feedback -Model the expected culture of listening to student voices in the classroom and across the college. -Gather evidence from staff and students' surveys to monitor growth in target areas eg. Respect for diversity -Incorporate student voice in the LEARN instructional model through Learning Walks <p>Teachers will:</p> <ul style="list-style-type: none"> -know their students and use that information to inform their teaching and learning. -know who the student voice leaders are and understand their role in the college -incorporate student agency in the LEARN instructional model (Apply- co construction) <p>Students will:</p> <ul style="list-style-type: none"> - be able to identify and explain the student leadership/voice process and their representatives - feel that they will have a voice in the classroom and across the school for major projects and activities
Success Indicators	<ol style="list-style-type: none"> 1. Improved AtoSS results in the Student voice area - eg. Respect for diversity 2. Increased publicity of findings from student forums – bulletins, newsletters, social media 3. Teachers and students can define student voice, agency and leadership processes across the college. - Policy 4. Student voice is evident in the new LEARN instructional model eg. Apply – co-construction 'We do together' - Lesson plans 5. Students and teachers are competent in using 365 chat and teams in the learning model. - forums

6. The college has a documented process for gathering, applying and sharing student feedback.
 7. Improved results in the staff survey in the Social Engagement (Student voice and agency) and School Safety (Respect for diversity)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and/or review student voices policies, processes and protocols, including the creation of online student voice handbooks for staff/students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and delivery regular report backs for home group and Mentor from student voice, including progress, action plans and opportunities for student feedback and voice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop opportunities through classes, home group and Mentor for students to reflect on their own data and progress e.g. progress report reflections, goal setting, including a trial of student-led conferences for Year 7s.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build staff capacity to incorporate student voice into the classroom using the LEARN Instructional Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Regularly promote student leaders and student voice initiatives through communication channels including Compass, newsletters, bulletins, noticeboards, TV screens and social media.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Develop and support student action groups with a focus on respect for diversity (cultures, LGBTQIA+, disability, First Nations, wellbeing), including the involvement of students in leading the recognition and celebration of significant events within the college community.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	Improve the social and emotional wellbeing of all students.			
12-month target 4.1 target	AtoSS: Resilience from 64% to 66% Emotional awareness and regulation from 58% to 60% Sense of connectedness from 44% to 47%			
12-month target 4.2 target	POS: Teacher communication from 63% to 66% Confidence and resiliency skills from 68% to 70%			
12-month target 4.3 target	SSS: Parent and community involvement from 41% to 43%			
12-month target 4.4 target	Absence Data: Decrease the percentage of students with 20 or more absent days from 51% to 48%			
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop and implement a whole school process with a tiered and responsive approach to support student wellbeing and inclusion.			
Actions	<ol style="list-style-type: none"> 1. Review and refine curriculum and implementation of whole school daily home group and weekly Mentor program. 2. Develop a whole-school approach to supporting student wellbeing and fostering inclusion, including a documented plan for the implementation of tiered responses. 3. Review and refine the implementation of whole school policies, processes and practices related to the pre-conditions for learning (attendance, behaviour, equipment, uniform, mobile phones) 			

Outcomes	<p>Leaders will:</p> <ol style="list-style-type: none"> 1. lead the development and implementation of a clearly defined scope and sequence for use in Home Group and Mentor Group programs 2. use data informed practices to determine next steps <p>Staff/Teachers will:</p> <ol style="list-style-type: none"> 1. support and implement whole school processes and practices 2. understand the structure and purpose of Home Group and Mentor Group <p>Students will:</p> <ol style="list-style-type: none"> 1. engage in the Home Group and Mentor Group programs 2. understand and engage with whole school initiatives 			
Success Indicators	<ol style="list-style-type: none"> 1. Increased attendance data 2. Attitudes to School Survey Data - Wellbeing, Connectedness and Engagement 3. Compass Data - Pre-conditions and Class Removal 4. Mentor Group Curriculum documented 5. Tiered Responses Documentation 6. Clearly documented and accessible whole school initiatives and processes for the school community 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Documented scope and sequence for Mentor Group curriculum, including documented lesson plans and vertical skills progression plans for the three pillars of Mentor Group (Careers & Pathways, Wellbeing & Connection and Learning to Learn)	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Gather regular student feedback on the Home Group and Mentor Group programs for review and action	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop and document implementation plan for Berry Street Model including professional learning schedule, process for follow up of implementation, gathering feedback from staff and students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$177,973.17 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Building whole school knowledge on implementing tiered responses - including effective Team Around the Learner practices for leaders and staff, use of student support documentation (IEPs, PBSPs, TAL minutes, Student Snapshots, Professionals Recommendations, etc.), identification and documentation of SWANs, engagement with DI processes and practices, etc.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$151,350.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Review and refine the 5R behaviour for learning process - including the use of data to provide differentiated support for staff, professional learning on the effective use of each stage of the process and use of the Classroom Removal process to support the 5R process	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and refine documented whole school attendance practices and processes and utilise key staff in the process - including Home Group teachers and Student Attendance Officer	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage in Learning Walks to gather informing evidence and data to ensure and support the effective implementation of whole school processes and procedures - including Pre-conditions, 5Rs & Classroom Removal, Home Group, Mentor Group, tiered responses, Berry Street Model	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,386,865.69	\$1,386,865.69	\$0.00
Disability Inclusion Tier 2 Funding	\$383,057.16	\$383,057.16	\$0.00
Schools Mental Health Fund and Menu	\$83,803.17	\$83,803.17	\$0.00
Total	\$1,853,726.02	\$1,853,726.02	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Build staff capacity to design and implement tiered and varied summative assessments and rubrics that connect to real-life learning.	\$12,000.00
Build staff capacity in data literacy and use (include data access, analysis, action). Consider a range of data sources, including Edapt, PAT, NAPLAN, PIVOT and VCE data.	\$25,000.00
Develop and support student action groups with a focus on respect for diversity (cultures, LGBTQIA+, disability, First Nations, wellbeing), including the involvement of students in leading the recognition and celebration of significant events within the college community.	\$150,000.00
Develop and document implementation plan for Berry Street Model including professional learning schedule, process for follow up of implementation, gathering feedback from staff and students.	\$177,973.17

Building whole school knowledge on implementing tiered responses - including effective Team Around the Learner practices for leaders and staff, use of student support documentation (IEPs, PBSPs, TAL minutes, Student Snapshots, Professionals Recommendations, etc.), identification and documentation of SWANs, engagement with DI processes and practices, etc.	\$151,350.00
Totals	\$516,323.17

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Build staff capacity to design and implement tiered and varied summative assessments and rubrics that connect to real-life learning.	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> School-based staffing
Build staff capacity in data literacy and use (include data access, analysis, action). Consider a range of data sources, including Edapt, PAT, NAPLAN, PIVOT and VCE data.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop and support student action groups with a focus on respect for diversity (cultures, LGBTQIA+, disability, First Nations, wellbeing), including the involvement of students in leading the recognition and celebration of significant events within the college community.	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing

Develop and document implementation plan for Berry Street Model including professional learning schedule, process for follow up of implementation, gathering feedback from staff and students.	from: Term 1 to: Term 4	\$94,170.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$281,170.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Building whole school knowledge on implementing tiered responses - including effective Team Around the Learner practices for leaders and staff, use of student support documentation (IEPs, PBSPs, TAL minutes, Student Snapshots, Professionals Recommendations, etc.), identification and documentation of SWANs, engagement with DI processes and practices, etc.	from: Term 1 to: Term 4	\$151,350.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Learning specialist
Totals		\$151,350.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Develop and document implementation plan for Berry Street Model including professional learning schedule, process for follow up of implementation, gathering feedback from staff and students.	from: Term 1 to: Term 4	\$83,803.17	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Youth worker
Totals		\$83,803.17	

Additional funding planner – Total Budget

Activities and milestones	Budget
Buildings maintenance, grounds maintenance and first aid	\$166,000.00
Accountability and reporting	\$20,000.00
Alternative settings	\$65,350.00
Online learning programs	\$53,000.00
Equipment replacement and support families to purchase devices	\$60,000.00
Student clubs and groups	\$8,500.00
Support families with uniforms and excursions	\$10,000.00
Resilience program	\$31,000.00
Student leadership and cultural events and celebrations	\$13,320.00
Community engagement	\$20,000.00
Student wellbeing	\$326,700.00

Improving student attendance	\$81,500.00
Student empowerment, engagement and technology	\$256,000.00
Senior study supervision	\$55,495.69
Disability Inclusion programs and materials	\$231,707.16
Totals	\$1,398,572.85

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Buildings maintenance, grounds maintenance and first aid	from: Term 1 to: Term 4	\$166,000.00	<input checked="" type="checkbox"/> School-based staffing
Accountability and reporting	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Alternative settings	from: Term 1 to: Term 4	\$65,350.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Enrolment and course fees for alternative settings
Online learning programs	from: Term 1 to: Term 4	\$34,130.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Equipment replacement and support families to purchase devices	from: Term 1	\$60,000.00	<input checked="" type="checkbox"/> Assets

	to: Term 4		
Student clubs and groups	from: Term 1 to: Term 4	\$8,500.00	<input checked="" type="checkbox"/> Other Curriculum materials for clubs and Mentor groups
Support families with uniforms and excursions	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Other Uniforms and excursion costs
Resilience program	from: Term 1 to: Term 4	\$31,000.00	<input checked="" type="checkbox"/> Other Resilience diaries
Student leadership and cultural events and celebrations	from: Term 1 to: Term 4	\$13,320.00	<input checked="" type="checkbox"/> Other Curriculum and event materials for cultural events and SWPBS
Community engagement	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Student wellbeing	from: Term 1 to: Term 4	\$326,700.00	<input checked="" type="checkbox"/> School-based staffing
Improving student attendance	from: Term 1 to: Term 4	\$81,500.00	<input checked="" type="checkbox"/> School-based staffing

Student empowerment, engagement and technology	from: Term 1 to: Term 4	\$180,700.00	<input checked="" type="checkbox"/> School-based staffing
Senior study supervision	from: Term 1 to: Term 4	\$88,495.69	<input checked="" type="checkbox"/> School-based staffing
Disability Inclusion programs and materials	from: Term 1 to: Term 4	\$0.00	
Totals		\$1,105,695.69	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Buildings maintenance, grounds maintenance and first aid	from: Term 1 to: Term 4		
Accountability and reporting	from: Term 1 to: Term 4		
Alternative settings	from: Term 1 to: Term 4		

Online learning programs	from: Term 1 to: Term 4		
Equipment replacement and support families to purchase devices	from: Term 1 to: Term 4		
Student clubs and groups	from: Term 1 to: Term 4		
Support families with uniforms and excursions	from: Term 1 to: Term 4		
Resilience program	from: Term 1 to: Term 4		
Student leadership and cultural events and celebrations	from: Term 1 to: Term 4		
Community engagement	from: Term 1 to: Term 4		
Student wellbeing	from: Term 1		

	to: Term 4		
Improving student attendance	from: Term 1 to: Term 4		
Student empowerment, engagement and technology	from: Term 1 to: Term 4		
Senior study supervision	from: Term 1 to: Term 4		
Disability Inclusion programs and materials	from: Term 1 to: Term 4	\$231,707.16	<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 <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other materials, including PACE and HOL
Totals		\$231,707.16	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Buildings maintenance, grounds maintenance and first aid	from: Term 1 to: Term 4		
Accountability and reporting	from: Term 1 to: Term 4		
Alternative settings	from: Term 1 to: Term 4		
Online learning programs	from: Term 1 to: Term 4		
Equipment replacement and support families to purchase devices	from: Term 1 to: Term 4		
Student clubs and groups	from: Term 1 to: Term 4		
Support families with uniforms and excursions	from: Term 1 to: Term 4		
Resilience program	from: Term 1		

	to: Term 4		
Student leadership and cultural events and celebrations	from: Term 1 to: Term 4		
Community engagement	from: Term 1 to: Term 4		
Student wellbeing	from: Term 1 to: Term 4		
Improving student attendance	from: Term 1 to: Term 4		
Student empowerment, engagement and technology	from: Term 1 to: Term 4		
Senior study supervision	from: Term 1 to: Term 4		
Disability Inclusion programs and materials	from: Term 1 to: Term 4		

Totals		\$0.00	
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Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Build staff capacity to design and implement tiered and varied summative assessments and rubrics that connect to real-life learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr Esther Weichert <input checked="" type="checkbox"/> Departmental resources Literacy and Numeracy toolkits <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Build staff capacity in data literacy and use (include data access, analysis, action). Consider a range of data sources, including Edapt, PAT, NAPLAN, PIVOT and VCE data.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build capacity for all teachers to use the 'LEARN' Instructional Model and lesson plan template for all classes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(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"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Build staff capacity to incorporate student voice into the classroom using the LEARN Instructional Model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Amplify</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Develop and document implementation plan for Berry Street Model including professional learning schedule, process for follow up of implementation, gathering feedback from staff and students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Berry Street</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Mental Health Menu partners</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Building whole school knowledge on implementing tiered responses - including effective Team Around the Learner practices for leaders and staff, use of student support documentation (IEPs, PBSPs, TAL minutes, Student Snapshots, Professionals Recommendations, etc.), identification and documentation of SWANs,</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SSS, tiered behaviour support, Disability Inclusion</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

engagement with DI processes and practices, etc.						
Review and refine the 5R behaviour for learning process - including the use of data to provide differentiated support for staff, professional learning on the effective use of each stage of the process and use of the Classroom Removal process to support the 5R process	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SSS, tiered behaviour support	<input checked="" type="checkbox"/> On-site
Engage in Learning Walks to gather informing evidence and data to ensure and support the effective implementation of whole school processes and procedures - including Pre-conditions, 5Rs & Classroom Removal, Home Group, Mentor Group, tiered responses, Berry Street Model	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site