

# 2023 Annual Implementation Plan

## for improving student outcomes

Drouin Secondary College (7785)



Submitted for review by Elizabeth Godwin (School Principal) on 27 February, 2023 at 01:14 PM  
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 28 February, 2023 at 08:26 AM  
Endorsed by Denise Palmer (School Council President) on 03 March, 2023 at 03:57 PM

## Self-evaluation Summary - 2023

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

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>The school review completed in November 2022, revealed that the college had not achieved all set goals. This was due to several contributing factors. In 2022, there was an increase in absence due to the impact and isolation requirements for COVID. This was compounded by the staff shortages experienced by the college which meant that several classes were taught by CRT staff on an irregular basis.</p> <p>SSP Goal 1: The 2018-2022 School Strategic Plan for Drouin Secondary College set a goal to improve student engagement and agency in learning. The Panel found that the school partially met this goal, with two of the four targets partially achieved.</p>
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	<p>SSP Goal 2: The second goal was to improve student learning outcomes. The Panel found the school partially met this goal, with two of the four targets partially achieved.</p> <p>SSP Goal 3: The third goal was to improve student learning outcomes in Literacy. The Panel found the school had partially achieved one target for this goal.</p> <p>SSP Goal 4: The fourth goal was to improve the capacity of students to successfully transition from Blackwood Center for Adolescent Development (BCAD) to their home school or preferred pathway. The Panel found the school had partially met this goal, with two targets met and one target partially met. The staff successfully completed the Berry Street training and a working party has developed a whole school approach to utilise this strategy across the college. The wider school community engagement was maintained through membership to WGTTA, LLEN, Live 4 Life and immersion in global projects was relaunched with involvement in the VYLI program.</p>
<p><b>Considerations for 2023</b></p>	<p>During 2023, the whole school approach will be to develop actions to address the goals set as part of the new strategic plan. This will include the phase out of the Competency Based model for curriculum and a implementation of a new curriculum structure aligned to the Victorian Curriculum. An analysis of the organizational design will also provide an opportunity for the school to implement a renewed structure to meet the needs of the growing community. A large focus will also be on the continuation of PLC evidence based cycles to inform practice and support student growth, this will also be enhanced through the development of a larger focus on formative assessment and differentiation. Current programs through the PSD and Intervention programs will continue to support student learning. The Tutor Initiative and MYLNs support will also support students to maximize their learning growth,</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Optimise the achievement and learning growth of all students.
<b>Target 2.1</b>	By 2026, increase the VCE mean all-study score and the English mean study score to 29, from 28.67 (Mean all-study score, 2021) and 28.26 (Mean English study score, 2021).
<b>Target 2.2</b>	<p>By 2026, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading, from 14 percent (2022) to 18 percent</li> <li>• Numeracy, from 10 percent (2022) to 20 percent</li> </ul> <p>By 2026, increase the percentage of students making high-medium benchmark growth (Year 7 to 9) in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading, from 55 percent (2021) to 65 percent</li> </ul>

	<ul style="list-style-type: none"> <li>Numeracy, from 64 percent (2021) to 70 percent.</li> </ul>
<b>Target 2.3</b>	<p>By 2026, increase the positive endorsement levels in the School Staff Survey variables:</p> <ul style="list-style-type: none"> <li>Collective efficacy, from 34 percent (2022) to 40 percent</li> <li>Academic emphasis, from 27 percent (2022) to 40 percent</li> <li>Collective responsibility for student learning, from 57 percent (2022) to 70 percent</li> <li>Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 70 percent</li> <li>Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 70 percent</li> </ul> <p>* To be confirmed by SIT, in consultation with SEIL, on release of 2022 results</p>
<b>Key Improvement Strategy 2.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Ensure evidence-informed teaching and learning through an effective Professional Learning Communities approach.
<b>Key Improvement Strategy 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an evidence-based instructional model.
<b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared	Strengthen the school's organisational climate through improved role clarity, distributed leadership and collective responsibility for all students' learning growth.

goals and values; high expectations; and a positive, safe and orderly learning environment	
<b>Goal 3</b>	Maximise the wellbeing and engagement of all students.
<b>Target 3.1</b>	By 2026, reduce the percentage of students with 20 or more days of absence by 10 percent, based on 2022 data (41 percent: Year to Date, October 2022).
<b>Target 3.2</b>	By 2026, increase the percentage of positive endorsement levels in the student Attitudes to School Survey variables: <ul style="list-style-type: none"> <li>• Sense of connectedness, from 33 percent (2022) to 40 percent</li> <li>• Sense of confidence, from 43 percent (2022) to 50 percent</li> <li>• Effective classroom behaviour, from 48 percent (2022) to 55 percent</li> <li>• Managing bullying, from 36 percent (2022) to 45 percent</li> <li>• Teacher concern, from 31 percent (2022) to 40 percent.</li> </ul>
<b>Key Improvement Strategy 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a positive climate for learning to ensure a safe and purposeful learning environment.
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to	Embed tiered, responsive practices that promote and enhance all students' wellbeing, inclusion and participation.

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a whole-school approach and shared understanding of student agency, voice and self-regulation in learning.



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>In 2023, the college will commence the programs and utilise resources to accomplish the new strategic plan. To commence this in 2023 the college will: By 2023, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for: Reading, from 14 percent (2022) to 16 percent Numeracy, from 10 percent (2022) to 13 percent In 2023, increase the positive endorsement levels in the School Staff Survey variables: Collective efficacy, from 34 percent (2022) to 36 percent Academic emphasis, from 27 percent (2022) to 30 percent Collective responsibility for student learning, from 57 percent (2022) to 62 percent Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 55 percent Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 62 percent</p>
Optimise the achievement and learning growth of all students.	No	By 2026, increase the VCE mean all-study score and the English mean study score to 29, from 28.67 (Mean all-study score, 2021) and 28.26 (Mean English study score, 2021).	
		By 2026, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for:	

		<ul style="list-style-type: none"> <li>• Reading, from 14 percent (2022) to 18 percent</li> <li>• Numeracy, from 10 percent (2022) to 20 percent</li> </ul> <p>By 2026, increase the percentage of students making high-medium benchmark growth (Year 7 to 9) in NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Reading, from 55 percent (2021) to 65 percent</li> <li>• Numeracy, from 64 percent (2021) to 70 percent.</li> </ul>	
		<p>By 2026, increase the positive endorsement levels in the School Staff Survey variables:</p> <ul style="list-style-type: none"> <li>• Collective efficacy, from 34 percent (2022) to 40 percent</li> <li>• Academic emphasis, from 27 percent (2022) to 40 percent</li> <li>• Collective responsibility for student learning, from 57 percent (2022) to 70 percent</li> <li>• Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 70 percent</li> <li>• Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 70 percent</li> </ul> <p>* To be confirmed by SIT, in consultation with SEIL, on release of 2022 results</p>	
Maximise the wellbeing and engagement of all students.	No	<p>By 2026, reduce the percentage of students with 20 or more days of absence by 10 percent, based on 2022 data (41 percent: Year to Date, October 2022).</p>	
		<p>By 2026, increase the percentage of positive endorsement levels in the student Attitudes to School Survey variables:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness, from 33 percent (2022) to 40 percent</li> <li>• Sense of confidence, from 43 percent (2022) to 50 percent</li> <li>• Effective classroom behaviour, from 48 percent (2022) to 55 percent</li> <li>• Managing bullying, from 36 percent (2022) to 45 percent</li> <li>• Teacher concern, from 31 percent (2022) to 40 percent.</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12 Month Target 1.1</b>	<p>In 2023, the college will commence the programs and utilise resources to accomplish the new strategic plan. To commence this in 2023 the college will:</p> <p>By 2023, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for:</p> <p>Reading, from 14 percent (2022) to 16 percent  Numeracy, from 10 percent (2022) to 13 percent</p> <p>In 2023, increase the positive endorsement levels in the School Staff Survey variables:</p> <p>Collective efficacy, from 34 percent (2022) to 36 percent  Academic emphasis, from 27 percent (2022) to 30 percent  Collective responsibility for student learning, from 57 percent (2022) to 62 percent  Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 55 percent  Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 62 percent</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	In 2023, the college will commence the programs and utilise resources to accomplish the new strategic plan. To commence this in 2023 the college will:  By 2023, increase the percentage of students in Year 9 achieving in the Top two Bands in NAPLAN for:  Reading, from 14 percent (2022) to 16 percent Numeracy, from 10 percent (2022) to 13 percent  In 2023, increase the positive endorsement levels in the School Staff Survey variables:  Collective efficacy, from 34 percent (2022) to 36 percent Academic emphasis, from 27 percent (2022) to 30 percent Collective responsibility for student learning, from 57 percent (2022) to 62 percent Teaching and Learning – Practice Improvement (overall), from 52 percent (2022) to 55 percent Teaching and Learning – Evaluation (overall), from 57 percent (2022) to 62 percent
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop an instructional framework for implementation.</li> <li>2. To improve students learning outcomes through targeted use of teacher pedagogical practices.</li> <li>3. To develop staff confidence and capability in implementing evidence based practices to maximize student outcomes.</li> <li>4. To implement a curriculum framework consistent with Victorian Curriculum framework.</li> </ol>
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Increased number of teachers will effectively implement the PLT- evidence based cycle to ensure inclusion of evidence based practice.</li> <li>2. Teachers will use a data informed approach and a differentiated approach to maximise students growth.</li> <li>3. Teachers are able to intervene effectively to support students utilising a range of assessment practices and a differentiated classroom approach.</li> </ol>

	<p>Leaders will:          Provide guidance and coaching for teachers to access relevant data and how to use it to inform their teaching practice          Provide professional learning opportunities and coaching to support effective use of PLC evidence based cycles.          Ensure each PLC has student learning focus linked to essential learnings in each domain and year level.          Facilitate collaboration between colleagues          Provide opportunities to develop understanding of a differentiated and varied assessment practice to encourage student learning</p> <p>Teachers will:          Participate in Professional Learning opportunities to inform and encourage practice improvement          Effectively implement the PLT- evidence based cycle to ensure implementation of effective strategies to improve student outcomes.          Participate in Observations, coaching conversation data and reflection analysis, to improve pedagogical practice.          Contribute to          Identify areas for Professional Development as a result of observation process and PLC conversations          Encourage and support students to maximize their learning</p> <p>Students will:          Develop and set goals with teachers and reflect on their learning progress          Students will be supported to identify learning goals supporting through understanding their own progress and data.          Students will provide feedback to teachers through effective teacher surveys to increase student voice          Students will actively participate in student focus groups to increase student agency in their learning</p>			
<p><b>Success Indicators</b></p>	<p>To determine the progress on achieving these goals the following indicators will be utilized.</p> <p>Staff survey increase in the following areas from 2022</p> <ul style="list-style-type: none"> <li>*collective focus above 60%</li> <li>*teacher collaboration above 45%</li> <li>*collective efficacy above 36%</li> </ul> <p>-AOSS survey, increase in the following areas from 2022</p> <ul style="list-style-type: none"> <li>* Effective teaching time 51% to match network schools of 55%</li> <li>* stimulated learning increase from 39% to match network schools of 45%</li> <li>* differentiated learning challenge 48% from to match network schools of 51%</li> <li>* sense of confidence increase from 43% to match network schools of 48%</li> <li>* student voice and agency increase from 32% to match network schools of 34%</li> </ul> <p>-PLT cycle matrix data increase from term one to term four</p>			
<p><b>Activities and Milestones</b></p>	<p><b>People Responsible</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Funding Streams</b></p>

<p>Professional learning, including effective use of the PLT evidence based cycle, focus on the use of data, Differentiation and varies assessment practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Professional learning, including PLC training, whole school Professional development in PLC, differentiation and assessment, Coaching and Peer Observations, are focused on the Routines element of the DSC Teaching &amp; Learning Framework</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>To implement a curriculum framework consistent with Victorian Curriculum framework, through a curriculum development using an agreed unit outlines, parent, students and teacher communication.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Careers Leader/Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> SWPBS Leader/Team			<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	1. Implementation of the Berry Street Model to improve positive climate for learning and wellbeing. 2. Optimize opportunities for students to be access a tiered and responsive practices that promote and enhance all students' wellbeing, inclusion and participation to maximize student learning growth and wellbeing.			
<b>Outcomes</b>	1. There will be equitable distribution of intervention and special program resources to meet the needs of students across the College. 2. In 2023, a focus on the development of a whole-school approach and shared understanding of student agency, voice and self-regulation in learning and ensure a positive climate for students learning.  Leaders will: Ensure that the Berry street education model is included in aligned with the College instructional framework. Track attendance of students and embed practices to support students in maintaining engagement in learning Ensure that the use of the Tutor initiative, MYLNS and a curriculum programs provide support for all maximize outcomes Ensure teachers have access to completion of the Effective teacher Survey to support improvement in pedagogical practice, and provide access to student forums to gain additional feedback Teachers will : Utilize the Berry Street model to support practice and to improve student outcomes Complete Effective teacher surveys to reflect on their own practice and converse with students to analyze results Utilise the support of tutor and Intervention program to maximize students learning Participate in Observations, coaching conversation data and reflection analysis, to improve pedagogical practice. Students will: Students will participate in survey and focus group forums to increase student agency in learning Students will engage in the Berry Street framework to support classroom engagement Access the wellbeing and Learning Culture support at their point of need			



<b>Success Indicators</b>	<p>In 2023, success will be indicated through the implementation of various programs across the college. The data reflected in effective teacher surveys, AOSS and staff surveys will contribute in determining the effectiveness of each program.</p> <p>In 2023, increase the percentage of positive endorsement levels in the student Attitudes to School Survey variables:</p> <p>Sense of connectedness, from 33 percent (2022) to 36 percent  Sense of confidence, from 43 percent (2022) to 46 percent  Effective classroom behaviour, from 48 percent (2022) to 55 percent  Managing bullying, from 36 percent (2022) to 38 percent  Teacher concern, from 31 percent (2022) to 35 percent.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Development of a tiered and responsive practices that promote and enhance all students' wellbeing, inclusion and participation to maximize student learning growth and wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$554,024.56  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the Disability Inclusion Initiative to support students learning and identification of students at risk.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$497,763.99  <input type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Promotion of health and Wellbeing through the Mental health practitioner support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$138,401.63 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" 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	\$664,024.56	\$614,024.56	\$50,000.00
Disability Inclusion Tier 2 Funding	\$483,932.93	\$483,932.93	\$0.00
Schools Mental Health Fund and Menu	\$140,443.43	\$138,401.63	\$2,041.80
<b>Total</b>	<b>\$1,288,400.92</b>	<b>\$1,236,359.12</b>	<b>\$52,041.80</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional learning, including effective use of the PLT evidence based cycle, focus on the use of data, Differentiation and varies assessment practices.	\$40,000.00
Professional learning, including PLC training, whole school Professional development in PLC, differentiation and assessment, Coaching and Peer Observations, are focused on the Routines element of the DSC Teaching & Learning Framework	\$20,000.00
Development of a tiered and responsive practices that promote and enhance all students' wellbeing, inclusion and participation to maximize student learning growth and wellbeing.	\$554,024.56
Implement the Disability Inclusion Initiative to support students learning and identification of students at risk.	\$497,763.99
Promotion of health and Wellbeing through the Mental health practitioner support.	\$138,401.63

<b>Totals</b>	\$1,250,190.18
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### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Professional learning, including effective use of the PLT evidence based cycle, focus on the use of data, Differentiation and varies assessment practices.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional learning, including PLC training, whole school Professional development in PLC, differentiation and assessment, Coaching and Peer Observations, are focused on the Routines element of the DSC Teaching & Learning Framework	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Development of a tiered and responsive practices that promote and enhance all students' wellbeing, inclusion and participation to maximize student learning growth and wellbeing.	from: Term 1 to: Term 4	\$554,024.56	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$614,024.56	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Implement the Disability Inclusion Initiative to support students learning and identification of students at risk.	from: Term 1 to: Term 4	\$483,932.93	<input checked="" type="checkbox"/> Professional learning for school-based staff  •
<b>Totals</b>		\$483,932.93	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Promotion of health and Wellbeing through the Mental health practitioner support.	from: Term 1 to: Term 4	\$138,401.63	<input checked="" type="checkbox"/> Active Schools (free)
<b>Totals</b>		\$138,401.63	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning, including effective use of the PLT evidence based cycle, focus on the use of data, Differentiation and varies assessment practices.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> PLT Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> PLC network leader	<input checked="" type="checkbox"/> On-site
Professional learning, including PLC training, whole school Professional development in PLC, differentiation and assessment, Coaching and Peer Observations, are focused on the Routines element of the DSC Teaching & Learning Framework	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> Hawker Brownlow speakers  <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> PLC network leader	<input checked="" type="checkbox"/> On-site

<p>To implement a curriculum framework consistent with Victorian Curriculum framework, through a curriculum development using an agreed unit outlines, parent, students and teacher communication.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Careers Leader/Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Hawker Brownlow consultant</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Development of a tiered and responsive practices that promote and enhance all students' wellbeing, inclusion and participation to maximize student learning growth and wellbeing.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>SSS team</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Implement the Disability Inclusion Initiative to support students learning and identification of students at risk.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> Leadership partners</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>



	<input checked="" type="checkbox"/> School Improvement Team					
Promotion of health and Wellbeing through the Mental health practitioner support.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<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