

2022 Annual Implementation Plan

for improving student outcomes

Point Cook Prep - Year 9 College (4159)



Submitted for review by Matt Naudi (School Principal) on 21 March, 2022 at 03:35 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 29 April, 2022 at 09:32 AM
Endorsed by Monia Choudhary (School Council President) on 10 May, 2022 at 07:25 PM

Self-evaluation Summary - 2022

	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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
	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
	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
	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	We need to develop consistency across the college in all areas. Key focus needs to be on refining our curriculum and developing relevant documentation to support planning, teaching and learning. We need to have a strong focus on developing staff capacity and knowledge of the curriculum, including pedagogy.
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Considerations for 2022	Building staff and students resilience Building stamina for learning Building data literacy amongst staff Reviewing our Instructional Model and PLC processes Empowering Middle Leaders across the college
Documents that support this plan	

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	Maximise the learning growth for all students across all areas of the curriculum
Target 2.1	<p>Writing:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 21% (2019) to 26% (2025) • Year 7 from 25% (2019) to 29% (2025) • Year 9 from 22% (2019) to 25% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 61% (2019) to 63% (2025) • Year 5 from 19% (2019) to 24% (2025) • Year 7 from 14% (2019) to 20% (2025)

	<ul style="list-style-type: none"> • Year 9 from 6% (2019) to 12% (2025).
<p>Target 2.2</p>	<p>Reading:</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 59% (2019) to 62% (2025) • Year 5 from 38% (2019) to 45% (2025) • Year 7 from 22% (2019) to 30% (2025) • Year 9 from 15% (2019) to 24% (2025).
<p>Target 2.3</p>	<p>Numeracy:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 22% (2019) to 26% (2025) • Year 7 from 33% (2019) to 36% (2025) • Year 9 from 19% (2019) to 22% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 52% (2019) to 56% (2025) • Year 5 from 32% (2019) to 38% (2025) • Year 7 from 31% (2019) to 38% (2025) • Year 9 from 19% (2019) to 24% (2025).

Target 2.4	<p>Teacher judgement:</p> <p>Increase percentage of students at or above expected levels in teacher judgement Years P-6:</p> <ul style="list-style-type: none"> • Writing from 83% (2019) to 86% (2025) • Reading from 87% (2019) to 90% (2025) • Number and algebra from 84% (2019) to 88% (2025).
Target 2.5	<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • academic emphasis from 43% (2019) to 54% (2025) • collective efficacy from 52% x% (2019) to 58% (2025).
Target 2.6	<p>AtoSS:</p> <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • stimulated learning from 71% (2019) to 74% (2025).
Key Improvement Strategy 2.a Building practice excellence	Build teacher understanding of, and capability to effectively implement, the Victorian Curriculum.

Key Improvement Strategy 2.b Curriculum planning and assessment	Develop, implement and embed a whole-school approach to formative and summative assessment
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to differentiate learning tasks by utilising data.
Goal 3	Improve voice and agency for all students in their learning.
Target 3.1	AtoSS : Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • self-regulation and goal setting from 74% (2019) to 78% (2025) • student voice and agency (SVA) from 60% (2019) to 65% (2025).
Target 3.2	School Staff Survey: Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • use student feedback to improve practice from 53% (2019) to 62% (2025) • promote student ownership of learning goals from 53% (2019) to 62% (2025).
Target 3.3	Parent Opinion Survey: Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • student motivation and support from 63% (2019) to 73% (2025)

	<ul style="list-style-type: none"> • student agency and voice from 69% (2019) to 76% (2025).
Key Improvement Strategy 3.a Empowering students and building school pride	Build understanding of student voice and agency in learning
Key Improvement Strategy 3.b Building practice excellence	Develop opportunities across the school for students to co-design their learning
Key Improvement Strategy 3.c Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.
Goal 4	Improve the health and wellbeing, resilience and social capabilities of each student.
Target 4.1	AtoSS Increase the percentage of positive endorsement for the factors: <ul style="list-style-type: none"> • sense of connectedness from 69% (2019) to 72% (2025) • teacher concern from 63% (2019) to 66% (2025) • resilience from 69% (2019) to 72% (2025)
Target 4.2	Parent Opinion Survey Increase the percentage of positive endorsement for the factors <ul style="list-style-type: none"> • sense of connectedness from 80% (2019) to 86% (2025) • teacher communication from 60% (2019) to 68% (2025)

	<ul style="list-style-type: none"> confidence and resiliency skills from 74% (2019) to 80% (2025)
Target 4.3	Attendance: <ul style="list-style-type: none"> Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 18 days (2025) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 35% (2025).
Key Improvement Strategy 4.a Health and wellbeing	Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.
Key Improvement Strategy 4.b Networks with schools, services and agencies	Develop community partnerships to support and promote student wellbeing.
Key Improvement Strategy 4.c Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.

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>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p> <p>Increase the percentage of students achieving at or above benchmark growth at :</p> <p>Year 5 from 22% (2019) to 24% (2022) Year 7 from 33% (2019) to 34% (2022) Year 9 from 19% (2019) to 20% (2022).</p>
Maximise the learning growth for all students across all areas of the curriculum	No	<p>Writing:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 21% (2019) to 26% (2025) • Year 7 from 25% (2019) to 29% (2025) 	

		<ul style="list-style-type: none"> • Year 9 from 22% (2019) to 25% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 61% (2019) to 63% (2025) • Year 5 from 19% (2019) to 24% (2025) • Year 7 from 14% (2019) to 20% (2025) • Year 9 from 6% (2019) to 12% (2025). 	
		<p>Reading:</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 59% (2019) to 62% (2025) • Year 5 from 38% (2019) to 45% (2025) • Year 7 from 22% (2019) to 30% (2025) • Year 9 from 15% (2019) to 24% (2025). 	
		<p>Numeracy:</p> <p>a) Increase the percentage of students achieving at or above benchmark growth at :</p> <ul style="list-style-type: none"> • Year 5 from 22% (2019) to 26% (2025) • Year 7 from 33% (2019) to 36% (2025) 	

		<ul style="list-style-type: none"> • Year 9 from 19% (2019) to 22% (2025). <p>b) Increase the percentage of students achieving in the top 2 bands of NAPLAN at :</p> <ul style="list-style-type: none"> • Year 3 from 52% (2019) to 56% (2025) • Year 5 from 32% (2019) to 38% (2025) • Year 7 from 31% (2019) to 38% (2025) • Year 9 from 19% (2019) to 24% (2025). 	
		<p>Teacher judgement:</p> <p>Increase percentage of students at or above expected levels in teacher judgement Years P-6:</p> <ul style="list-style-type: none"> • Writing from 83% (2019) to 86% (2025) • Reading from 87% (2019) to 90% (2025) • Number and algebra from 84% (2019) to 88% (2025). 	
		<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • academic emphasis from 43% (2019) to 54% (2025) 	

		<ul style="list-style-type: none"> • collective efficacy from 52% x% (2019) to 58% (2025). 	
		<p>AtoSS:</p> <p>Increase the percentage of positive endorsement for the factor:</p> <ul style="list-style-type: none"> • stimulated learning from 71% (2019) to 74% (2025). 	
Improve voice and agency for all students in their learning.	No	<p>AtoSS :</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • self-regulation and goal setting from 74% (2019) to 78% (2025) • student voice and agency (SVA) from 60% (2019) to 65% (2025). 	
		<p>School Staff Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • use student feedback to improve practice from 53% (2019) to 62% (2025) 	

		<ul style="list-style-type: none"> • promote student ownership of learning goals from 53% (2019) to 62% (2025). 	
		<p>Parent Opinion Survey:</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • student motivation and support from 63% (2019) to 73% (2025) • student agency and voice from 69% (2019) to 76% (2025). 	
Improve the health and wellbeing, resilience and social capabilities of each student.	Yes	<p>AtoSS</p> <p>Increase the percentage of positive endorsement for the factors:</p> <ul style="list-style-type: none"> • sense of connectedness from 69% (2019) to 72% (2025) • teacher concern from 63% (2019) to 66% (2025) • resilience from 69% (2019) to 72% (2025) 	<p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022)</p> <p>teacher concern from 63% (2019) to 64% (2022)</p> <p>resilience from 69% (2019) to 70% (2022)</p>
		<p>Parent Opinion Survey</p>	<p>Increase the percentage of positive endorsement for the factors</p> <p>sense of connectedness from 80% (2019)</p>

		<p>Increase the percentage of positive endorsement for the factors</p> <ul style="list-style-type: none"> • sense of connectedness from 80% (2019) to 86% (2025) • teacher communication from 60% (2019) to 68% (2025) • confidence and resiliency skills from 74% (2019) to 80% (2025) 	<p>to 82% (2022) teacher communication from 60% (2019) to 64% (2022) confidence and resiliency skills from 74% (2019) to 76% (2022)</p>
		<p>Attendance:</p> <ul style="list-style-type: none"> • Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 18 days (2025) • Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 35% (2025). 	<p>Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 20 days (2022) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 46% (2022).</p>

<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>Increase the percentage of positive endorsement for the factors:</p>

	<p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p> <p>Increase the percentage of students achieving at or above benchmark growth at :</p> <p>Year 5 from 22% (2019) to 24% (2022) Year 7 from 33% (2019) to 34% (2022) Year 9 from 19% (2019) to 20% (2022).</p>	
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.	
Goal 2	Improve the health and wellbeing, resilience and social capabilities of each student.	
12 Month Target 2.1	<p>Increase the percentage of positive endorsement for the factors:</p> <p>sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)</p>	

12 Month Target 2.2	<p>Increase the percentage of positive endorsement for the factors</p> <p>sense of connectedness from 80% (2019) to 82% (2022) teacher communication from 60% (2019) to 64% (2022) confidence and resiliency skills from 74% (2019) to 76% (2022)</p>	
12 Month Target 2.3	<p>Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 20 days (2022) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 46% (2022).</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.	Yes
KIS 2 Networks with schools, services and agencies	Develop community partnerships to support and promote student wellbeing.	No
KIS 3 Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.	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.	<p>The College has identified the need to support students (and staff) resilience and social capabilities from the 2020 and 2021 impact of COVID-19. our College AtoSS, Parent and staff surveys indicate the need to improve in this area, as we look to improve and align our student support processes to focus on both the reactive and proactive responses. This is identifying the need to build upon the previous years' improvements, as well as use the experience of our allied health team and Sub School Principals to support our students from P-9. Though this process the College will develop stronger relations with families and external support systems.</p>	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Increase the percentage of positive endorsement for the factors: sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022) Increase the percentage of students achieving at or above benchmark growth at : Year 5 from 22% (2019) to 24% (2022) Year 7 from 33% (2019) to 34% (2022) Year 9 from 19% (2019) to 20% (2022).
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
Actions	Build teacher capacity to identify point of need teaching for the students in class (differentiation), especially in numeracy Review and embed our College agreed instructional model and build our coaching/observation to support teaching and learning Develop and improve upon our PLT/PLCs Create an agreed approach to student voice and agency .
Outcomes	Students will: improve engagement through greater students input/attention Teachers will: become more confident in what they are teaching Leaders will: support the implementation of our Instructional Model, PLCs focused on data and improve staff trust and engagement in support/observation/coaching at the College

Success Indicators	Student outcomes to improve - especially in numeracy Greater teacher judgement (PP) accuracy College Instructional Model documented within planning Consistent PLC agenda and data focus Evidence of observations and coaching plans			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Numeracy Consultant	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School PL - Instructional Model	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
DET/PLC PL	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop a consistent GVC and positive Climate curriculum SWPB relaunch and implementation Create greater wellbeing support structures			
Outcomes	Students will: have calmer classrooms and be more engaged in their learning Teachers will: implement the positive climate curriculum, incorporating or SWPB, RRRR and TRP. Leaders will: document processes around safety plans, positive behaviour plans and accessing external services - IEP, OoHC etc			
Success Indicators	The Resilience Project data collection AtoSS improvements Staff survey improvements			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

Positive Climate/SWPB PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve the health and wellbeing, resilience and social capabilities of each student.			
12 Month Target 2.1	Increase the percentage of positive endorsement for the factors: sense of connectedness from 69% (2019) to 70% (2022) teacher concern from 63% (2019) to 64% (2022) resilience from 69% (2019) to 70% (2022)			
12 Month Target 2.2	Increase the percentage of positive endorsement for the factors sense of connectedness from 80% (2019) to 82% (2022) teacher communication from 60% (2019) to 64% (2022) confidence and resiliency skills from 74% (2019) to 76% (2022)			
12 Month Target 2.3	Decrease the number of average absence days for Year 7-9 students from 23 days (2019) to 20 days (2022) Decrease the percentage of Year 7-9 students with 20+ days absence from 49% (2019) to 46% (2022).			
KIS 1 Health and wellbeing	Build, document and implement a whole-school approach to the development of the resilience and social capabilities of each student.			

Actions	Develop a curriculum that supports the growth of student resilience Further develop our Growth and Positive Climate Curriculum Linking our Positive climate with The resilience Project			
Outcomes	Students will: be more engaged and active in TRP journals and lessons and positive climate growth lessons Teachers will: support students with strategies to support themselves and accept others Leaders will: Document our Growth and positive climate curriculum			
Success Indicators	The Resilience Project data collection AtoSS improvements Staff survey improvements			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Positive Climate curriculum embedded	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing structures developed	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The Resilience Project PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Parents and carers as partners	Strengthen the partnership between staff, students and parents/families to create a shared responsibility for student wellbeing.			
Actions	Develop a agreed approach and College template with support plans Coordinate IEP development of SSGs together Unpacking data and a plan to improve student wellbeing - major and minor behaviours			
Outcomes	Students/parents will: have a greater understanding the purpose and their responsibility for student wellbeing Teachers will: have input in today the development of BMPs and/or PBPs Leaders will: Document a process regarding IEPs and SSGs and Safety Plans			

Success Indicators	Decrease in Compass Chronicles Consistent students management templates Improved Parent Opinion Survey data greater engagement with parents with SSGs			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Professional Learning	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$96,394.00	\$20,000.00	\$76,394.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$96,394.00	\$20,000.00	\$76,394.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole School Numeracy Consultant	\$20,000.00
Totals	\$20,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Whole School Numeracy Consultant	from: Term 2 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$20,000.00	

Activities and Milestones - Disability Inclusion Funding

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

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
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole School Numeracy Consultant	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants - <input checked="" type="checkbox"/> Departmental resources EIL Lit/Num toolkit <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Whole School PL - Instructional Model	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
DET/PLC PL	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<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"/> On-site

Positive Climate/SWPB PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal	from: Term 2 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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Positive Climate curriculum embedded	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<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
The Resilience Project PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 2 to: Term 3	<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"/> External consultants TRP	<input checked="" type="checkbox"/> On-site

Wellbeing Professional Learning	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources RRRR	<input checked="" type="checkbox"/> On-site
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