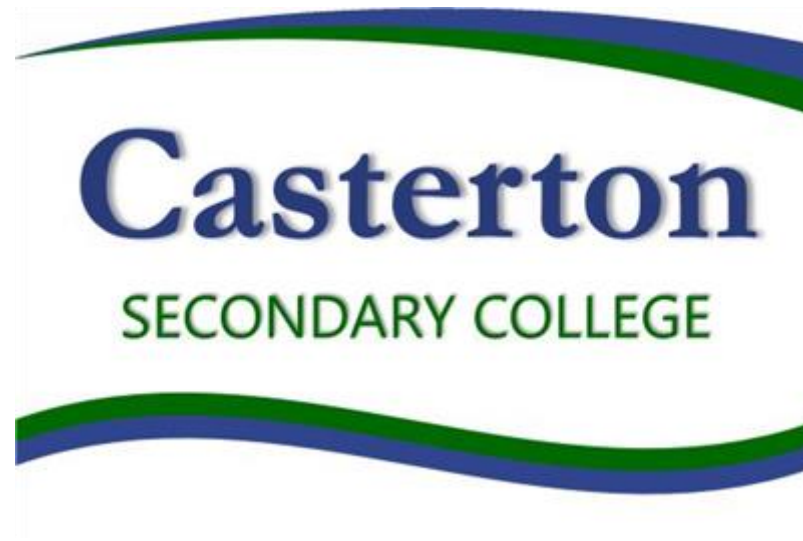# 2023 Annual Implementation Plan

for improving student outcomes

Casterton Secondary College (7695)

Submitted for review by Meridith Walker (School Principal) on 15 December, 2022 at 01:10 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 06 January, 2023 at 09:58 AM
Endorsed by Leanne Munro (School Council President) on 22 March, 2023 at 12:52 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	Embedding
	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.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	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	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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 | On May 6, a WorkSafe Prohibition Order was placed on Block A resulting in a complete evacuation of the building. Staff and students did not return until November 14. This impacted our ability to conduct effective staff meetings, professional learning and science practicals for all students, particularly VCE students.

A focus in 2022 was to embed student agency in teaching, learning and assessment across the school.
Professional learning was through PLC/staff meetings and "Snippets" – a document produced weekly by the principal, which included professional readings, strategies etc.

Teachers detailed course outlines incorporate opportunities for student agency in each subject and year level. |
| --- | --- |

	It was evident through the review meetings that teachers are providing opportunities for students through contributions to shaping the curriculum and learning activities; reflecting on their progress and identifying what they need to learn next and providing feedback. The Casterton Secondary College Student Voice, Agency and Leadership Policy and Processes has provided a context which underpins practices that empower students to take responsibility for their learning through voice, agency, and leadership. Teaching staff provide students with opportunities to actively contribute ideas linked to their learning and conversations with students have resulted in individual learning goals. The work will continue as a 2023 focus. Teachers are comfortable in the use of data to support planning and meet the needs of all students. Staff integrate knowledge, skills, and metacognition into everyday teaching, which supports students to concurrently learn and develop, and is crucial to their ability to self-regulate and take responsibility for their learning. Staff support change through a collective commitment to and a shared understanding of outstanding teaching using an inquiry approach.
Considerations for 2023	The work of 2023 will be underpinned by a culture that empowers students to develop agency for their learning, gives students a voice and provides opportunities for students to collaborate with staff and leadership. During 2023, the school will participate in a review. This provides an opportunity to review and reflect upon current processes and practices, including the CSC Instructional Model, and set future directions. Every member of the school community will be invited to participate in the process. In 2023, teachers will be supported to continuously improve their classroom practice through collaboration and the development and implementation of strategies that ensure students receive explicit teaching, support, time for practice and extension. Implemented strategies will focus on students point of learning; health and well-being; enhancing student pathways and transitions through and beyond school. They will be underpinned by our core values of Respect, Accountability and Persistence; support inclusion and reflect high expectations. The key directions for the school are: Improve Literacy and Numeracy outcomes for all students; improve student engagement in learning and connection to school, and develop confident, resilient students. This will be achieved through the identified actions in the 2023 AIP that support the implementation of the DET's priority goal and two Key Improvement Strategies

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve literacy and numeracy outcomes for all students
Target 2.1	By 2023, the percentage of Year 9 students achieving in the top 2 bands of NAPLAN improves for: • Reading from 6% (2019) to 20% • Writing from 0% (2019) to 20% • Numeracy from 7% (2019) to 20%
Target 2.2	By 2023, reduce percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy • Reading (6% in 2018 and 33% in 2019) to 10% • Writing (11% in 2018 and 45% in 2019) to 10% • Numeracy (35% in 2018 and 10% in 2019) to 10%
Target 2.3	By 2023, the VCE All Study score will be at or above the State mean score of 30.

Key Improvement Strategy 2.a Building practice excellence	Embed the CSC Instructional model consistently across the school that challenges all students to be successful
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build teacher capability to use the high impact teaching strategies
Goal 3	To improve engagement in learning for all students
Target 3.1	By 2023, increase the percentage of positive responses (school level data) for the following factors of AToSS: • Motivation and interest from 78% to 85% • Self-regulation and goal setting 80% to 85% • Student voice and agency from 68% to 75% • Stimulated learning from 80% to 85%
Target 3.2	By 2023, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% in 2018 to 15%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document, and implement a whole school strategy to improve student voice, learner agency and student leadership
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Develop opportunities across the school for students to co-design their learning
Key Improvement Strategy 3.d Intellectual engagement and self-awareness	Develop student capability to set goals and monitor own learning progress

Goal 4	To develop confident, resilient students equipped to thrive in the contemporary world
Target 4.1	By 2023, increase the percentage of positive responses for AToSS for: • Learning confidence from 77% to 80% • School connectedness from 67% to 75% • Resilience from 74% to 80%
Target 4.2	By 2023, increase the percentage of positive responses for the School Staff Survey for the factors: • Collective efficacy from 76% to 80% • Guaranteed and viable curriculum from 64% to 75%
Target 4.3	By 2023, increase the percentage of positive responses for the Positive *Transitions* on the Parent Survey from 77% (2018) to 85% (2023)
Key Improvement Strategy 4.a Vision, values, and culture	Embed a positive classroom culture that enables student agency and self – efficacy
Key Improvement Strategy 4.b Health and wellbeing	Implement school wide practices, programs and resources that build a healthy balance of academic, social, and emotional capacity

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal 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.	Yes	Support for the 2023 Priorities	**NAPLAN** • By the end of 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra above 58% (2021) • By the end of 2023, reduce the proportion of students working below the expected level in Measurement and Geometry to less than 41% (2022) • By the end of 2023, decrease the proportion of students working below the expected level in Writing to less than 42%(2022)By the end of 2023, reduce the percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy to less than• Reading (24% in 2021)• Writing (17% in 2021) • Numeracy (41% in 2021)In 2023, the VCE All Study score will be at or above the State mean score of 30.In 2023, the percentage of positive responses has improved for the following factors of the 2022 **Student Attitudes to School Survey:** • Motivation and interest 67%• Self-regulation and goal setting 68%• Student voice and agency 59% • Stimulated learning 75%In 2023, the percentage of Year 7 to 12 students with 20 or more days absent will decrease from 22% in 2022.In 2023, the percentage of positive responses has improved for the following factors of the 2022 AtoSS:• Learning confidence 72%• School connectedness 63% • Resilience from 69%In 2023, the percentage of positive responses has improved for the following factors of the **School Staff Survey:** • Collective efficacy 77%• Guaranteed and viable curriculum 70%In 2023, the percentage of positive responses has improved for the following factors of the Parent, Caregiver, Guardian Survey: • Student agency and voice 71%Confidence and resiliency skills 74%
To improve literacy and numeracy outcomes for all students	No	By 2023, the percentage of Year 9 students achieving in the top 2	

		bands of NAPLAN improves for: • Reading from 6% (2019) to 20% • Writing from 0% (2019) to 20% • Numeracy from 7% (2019) to 20%	
		By 2023, reduce percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy • Reading (6% in 2018 and 33% in 2019) to 10% • Writing (11% in 2018 and 45% in 2019) to 10% • Numeracy (35% in 2018 and 10% in 2019) to 10%	
		By 2023, the VCE All Study score will be at or above the State mean score of 30.	
To improve engagement in learning for all students	No	By 2023, increase the percentage of positive responses (school level data) for the following factors of AToSS: • Motivation and interest from 78% to 85%	

		• Self-regulation and goal setting 80% to 85% • Student voice and agency from 68% to 75% • Stimulated learning from 80% to 85%	
		By 2023, decrease the percentage of year 7 to 12 students with 20 or more days absent from 25% in 2018 to 15%.	
To develop confident, resilient students equipped to thrive in the contemporary world	No	By 2023, increase the percentage of positive responses for AToSS for: • Learning confidence from 77% to 80% • School connectedness from 67% to 75% • Resilience from 74% to 80%	
		By 2023, increase the percentage of positive responses for the School Staff Survey for the factors: • Collective efficacy from 76% to 80%	

		• Guaranteed and viable curriculum from 64% to 75%	
		By 2023, increase the percentage of positive responses for the Positive *Transitions* on the Parent Survey from 77% (2018) to 85% (2023)	

Goal 1	**2023 Priorities Goal** **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.**
12 Month Target 1.1	• By the end of 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra above 58% (2021) • By the end of 2023, reduce the proportion of students working below the expected level in Measurement and Geometry to less than 41% (2022) • By the end of 2023, decrease the proportion of students working below the expected level in Writing to less than 42% (2022) By the end of 2023, reduce the percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy to less than • Reading (24% in 2021) • Writing (17% in 2021) • Numeracy (41% in 2021) In 2023, the VCE All Study score will be at or above the State mean score of 30. In 2023, the percentage of positive responses has improved for the following factors of the 2022 AtoSS: • Motivation and interest 67% • Self-regulation and goal setting 68% • Student voice and agency 59% • Stimulated learning 75%

In 2023, the percentage of Year 7 to 12 students with 20 or more days absent will decrease from 22% in 2022.

In 2023, the percentage of positive responses has improved for the following factors of the 2022 AtoSS:
- Learning confidence 72%
- School connectedness 63%
- Resilience from 69%

In 2023, the percentage of positive responses has improved for the following factors of the School Staff Survey:
- Collective efficacy 77%
- Guaranteed and viable curriculum 70%

In 2023, the percentage of positive responses has improved for the following factors of the Parent, Caregiver, Guardian Survey:
- Student agency and voice 71%
Confidence and resiliency skills 74%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a 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
KIS 1.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

Goal 1	**2023 Priorities Goal** 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.
12 Month Target 1.1	• By the end of 2023, increase the proportion of students assessed as working at or above the expected level in Number and Algebra above 58% (2021) • By the end of 2023, reduce the proportion of students working below the expected level in Measurement and Geometry to less than 41% (2022) • By the end of 2023, decrease the proportion of students working below the expected level in Writing to less than 42%(2022) By the end of 2023, reduce the percentage of Year 9 students achieving Below Benchmark growth in NAPLAN Reading, Writing and Numeracy to less than • Reading (24% in 2021) • Writing (17% in 2021) • Numeracy (41% in 2021) In 2023, the VCE All Study score will be at or above the State mean score of 30. In 2023, the percentage of positive responses has improved for the following factors of the 2022 AtoSS: • Motivation and interest 67% • Self-regulation and goal setting 68% • Student voice and agency 59% • Stimulated learning 75% In 2023, the percentage of Year 7 to 12 students with 20 or more days absent will decrease from 22% in 2022. In 2023, the percentage of positive responses has improved for the following factors of the 2022 AtoSS: • Learning confidence 72% • School connectedness 63% • Resilience from 69% In 2023, the percentage of positive responses has improved for the following factors of the School Staff Survey: • Collective efficacy 77% • Guaranteed and viable curriculum 70%

	In 2023, the percentage of positive responses has improved for the following factors of the Parent, Caregiver, Guardian Survey: • Student agency and voice 71% Confidence and resiliency skills 74%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	- Expand the capability of teachers across all learning areas in assessment and differentiation to identify and meet the individual learning needs of every student. - Develop staff capabilities to develop and implement numeracy and literacy teaching strategies in all areas of study
Outcomes	**Students:** -have confidence in their ability to problem solve mathematical concepts and operations, and reason/justify their responses -experience reading, writing and mathematics success and will understand and be able to articulate why they have been successful -explain and apply literacy and numeracy strategies within their work and across subjects -will be supported to learn at their point of need **Staff will:** -accurately and confidently identify the learning needs of all of their students based on student learning data (ZPD, TJ, TLI, MYLNS teachers), and plan for differentiation -embed and share successful instructional practices to support students to develop the confidence and skills to apply their learning to problem solve in all areas of study -will provide regular feedback and monitor student progress using a variety of mediums including XUNO and student learning data -have a shared understanding of outstanding teaching and a collective commitment to achieving it -understand and explicitly use identified literacy and numeracy teaching strategies -Education Support staff will provide high quality support to teachers and students **Leaders will:** -implement an intervention structure to support the individual learning needs of every student, including MYLNS, TLI and other identified students -facilitate professional learning opportunities to build staff capacity to support students to meet the literacy and numeracy standards expected of those entering the workforce from school -create conditions and processes to support teachers to analyse data to reflect and review the impact of their practice on learning outcomes

	-provide structures and resources that supports collaboration across the school and facilitates a consistent approach to reading, writing and numeracy -support staff to develop their knowledge and capability to provide differentiated teaching practices
Success Indicators	**Early Indicators** -all lesson and detailed course outlines include strategies to improve numeracy and literacy outcomes -student feedback and planning documents demonstrate consideration of student learning at the point of need for all students -classroom and peer observations highlight effective feedback and successful instructional practices linked to professional learnings -formative and summative assessments indicate student progress -identified students receive timetabled learning support (TLI, MYLNS, QuickSmart Literacy and Numeracy, ES) **Late Indicators** -Data shows growth in Numeracy, Reading and Writing outcomes as per the set targets for the year -Continuous improvement in in-school testing and assessment tasks as per the CSC Data Collection and Analysis Schedule -Through the performance review process staff will provide evidence that demonstrates a consistent approach to improve literacy and numeracy. -detailed course outlines incorporate differentiated activities and literacy and numeracy teaching strategies -A common professional language has been developed among staff around differentiation and effective numeracy and literacy teaching practice. -Data shows improvement in the specified measures of staff, student and parent/carer surveys as per the 12-month targets for 2023

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	☑ Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: T1 to T4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: T1 to T4	$10,000.00

- prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students	☑ Teaching and Learning Coordinator			☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
- Establish a structure that will facilitate literacy and numeracy capability building for teachers in all areas of study. - Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	☑ Education Support ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: T1 to T4	$80,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
-Data manager ensures data is accessible for all staff and data sets are current. -Data manager attends PLC meetings and works with individual teachers to develop data literacy	☑ Education Support ☑ Principal ☑ School Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: T1 to T4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	- Build staff capacity to reflect a whole-school approach to student health and well-being - Embed a culture that empowers students to develop agency for their learning and provides opportunities for flexible learning
Outcomes	The school community shares a common understanding of CSC's whole-school approach to supporting students' physical, social, and emotional wellbeing. All staff endeavour to provide a high level of support for students to flourish in their academic learning and healthy social/emotional development. **Students:** -are confident learners, feel supported, and contribute to a strong classroom and school culture -provide regular feedback to teachers and peers -contribute to shaping curriculum/learning activities, develop/set goals in consultation with teachers, reflect on their progress and identify what they need to learn next -demonstrate higher levels of engagement with school and lower levels of absenteeism -understand the high expectations set for them and what they need to do to achieve success **Teachers:** -support students to remain engaged in their learning and connected to their peers -incorporate focused and differentiated feedback to support the progress and achievement of every student -are able to articulate what student agency in learning looks like at CSC and within their specific subject areas -explicitly teach students to set and track progress against individual learning goals -work in PLC teams to integrate opportunities for student agency within the whole school curriculum plan, including seeking feedback from students **Leaders:** -use a range of interventions to support student health and wellbeing, particularly at-risk students -provide families of at-risk students with regular support and communication -ensure conditions support a whole-school approach to improve the mental health and well-being of students -model effective feedback and facilitate opportunities for feedback -develop a culture that empowers students to show agency in their learning -consult students in whole-school curriculum planning, on an ongoing basis -meet with the Student Leadership to seek feedback on implementation progress -regularly observe lessons to monitor strategic implementation progress
Success Indicators	**Early** - staff have participated in Healthy Minds professional learning, to support students build resilience and wellbeing through preventative

psychology
- Student Leadership/Council feedback/minutes/agendas
- records of individual student learning goals
- through performance review meetings staff reflection includes the implementation of agency in learning
- semester 1 PIVOT survey results
- detailed course outlines include opportunities that will empower students to be more effective learners
- documentation related to student wellbeing referrals, school processes etc.
- students identified through the Staying in Education Platform have received targeted support

Late
- student engagement in Healthy Minds and e-Smart programs
- data shows improvement in the specified measures of student, staff and parent/carer surveys, and student attendance, as per the 12-month targets for 2023
- semester 2 PIVOT survey results
- teachers provide evidence of opportunities for students to develop agency for their learning
- through the performance review process staff will provide evidence that demonstrates a consistent approach to a whole-school approach to student health and wellbeing
-students identified through the Staying in Education Platform have
receive targeted support

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Wellbeing Team review protocols and processes to support at-risk students and communication with parents, carers, guardians.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: T1 to T4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

The Wellbeing Team regularly uses the Panorama Staying in Education Platform to identify vulnerable students and provide appropriate levels of support.	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: T1 to T4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Teaching staff incorporate opportunities for student agency and feedback in all areas of study, at each year level.	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: T1 to T4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Year 8 students participate in the Healthy Minds program that promotes positive mental health.	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: T1 to T4	$25,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.	☑ Leadership Team ☑ Teacher(s)	☑ PLP Priority	from: T1 to T4	$5,000.00

				☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.	☑ Student(s) ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: T1 to T4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ 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	$143,020.45	$143,020.45	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$30,647.38	$30,647.38	$0.00
Total	$173,667.83	$173,667.83	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	$10,000.00
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students	$10,000.00
- Establish a structure that will facilitate literacy and numeracy capability building for teachers in all areas of study. - Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	$80,000.00
-Data manager ensures data is accessible for all staff and data sets are current. -Data manager attends PLC meetings and works with individual	$30,000.00

teachers to develop data literacy	
Year 8 students participate in the Healthy Minds program that promotes positive mental health.	$25,000.00
Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.	$5,000.00
Totals	$160,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	from: T1 to T4	$10,000.00	☑ Teaching and learning programs and resources
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students	from: T1 to T4	$10,000.00	☑ Teaching and learning programs and resources
- Establish a structure that will facilitate literacy and numeracy capability building for teachers in all areas of study. - Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	from: T1 to T4	$50,000.00	☑ School-based staffing
-Data manager ensures data is accessible for all staff and data sets are current. -Data manager attends PLC meetings and works with individual teachers to develop data literacy	from: T1 to T4	$30,000.00	☑ School-based staffing
Totals		$100,000.00	

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

Year 8 students participate in the Healthy Minds program that promotes positive mental health.	from: T3 to T3	$25,647.38	☑ Healthy Minds Program
			
			This activity will use Mental Health Menu staffing
			   o Program delivered in school by external service provider
			   o Purchase materials to implement initiatives (non-curriculum consumables or school-based activities)

Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.	from: T1 to T4	$5,000.00	☑ eSmart schools (free) **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider
Totals		$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Intervention Program - testing and tracking	$15,000.00
IT Resources	$28,020.45
Totals	$43,020.45

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Intervention Program - testing and tracking	from: T1 to T4	$15,000.00	☑ Teaching and learning programs and resources
IT Resources	from: T1 to T4	$28,020.45	☑ Teaching and learning programs and resources
Totals		$43,020.45	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Intervention Program - testing and tracking	from: T1 to T4		
IT Resources	from: T1 to T4		
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Intervention Program - testing and tracking	from: T1 to T4		
IT Resources	from: T1 to T4		
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Actively participate in professional learning activities, complete professional reading as required, and undertake learning activities between PLC sessions related to meeting the literacy and numeracy needs of all students.	☑ Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
- Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs. - prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students	☑ Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
- Establish a structure that will facilitate literacy and numeracy capability building for teachers in all areas of study. - Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	☑ Education Support ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

-Data manager ensures data is accessible for all staff and data sets are current. -Data manager attends PLC meetings and works with individual teachers to develop data literacy	☑ Education Support ☑ Principal ☑ School Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Year 8 students participate in the Healthy Minds program that promotes positive mental health.	☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	from: Term 3 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Mental Health Menu - Healthy Minds	☑ On-site
Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Mental Health Menu - Healthy Minds	☑ On-site
Year 7 students will participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and thereby reduce engaging in risky online behaviours.	☑ Student(s) ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants Program delivered by the Alannah and Madeline Foundation	☑ On-site