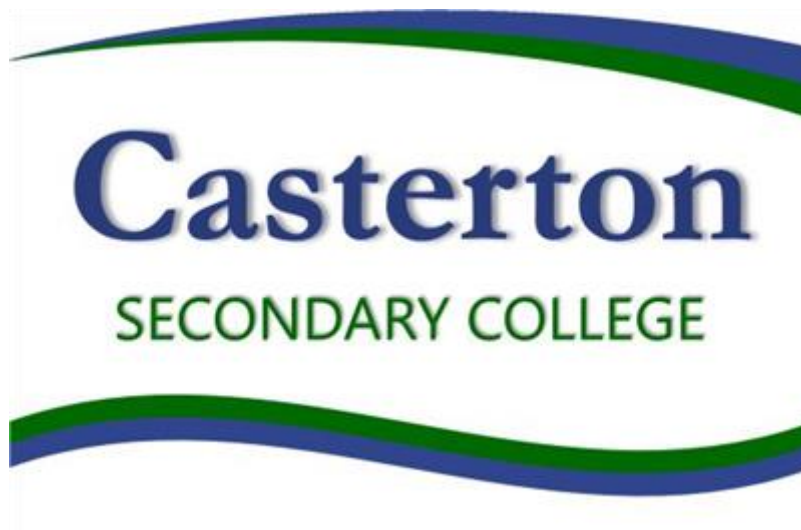


2024 Annual Implementation Plan

for improving student outcomes

Casterton Secondary College (7695)



Submitted for review by Meridith Walker (School Principal) on 15 March, 2024 at 07:50 AM
Endorsed by Joanne Amott (Senior Education Improvement Leader) on 19 March, 2024 at 06:37 PM
Endorsed by Jeff Black (School Council President) on 26 March, 2024 at 02:57 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning1.1- By the end of 2024, improve the proportion of students in the 'strong or exceeding' proficiency level of NAPLAN:- Reading from 54% (2023 baseline data)- Writing from 52% (2023 baseline data)- Numeracy from 61% (2023 baseline data)1.2- VCE - In 2024, the VCE mean all study score will be at or above 32.Wellbeing2.1- In 2024 the percentage of positive responses has improved for the following factors of the Attitudes to School Survey: -Motivation and interest from 60% (2023) to 63% in 2024.-Self-regulation and goal setting 66% (2023) to 69% in 2024.-Student voice and agency from 51% (2023) to 56% in 2024-Sense of connectedness from 53% (2023) to 58% in 2024.-Teacher concern from 47% (2023) to 49% in 2024.2.2 - Increase the percentage of positive endorsement on the Staff Opinion Survey for:-Academic emphasis from 69% (2023) to 71% in 2024-Teacher collaboration from 55% (2023) to 59% in 2024</p>
Improve literacy and numeracy outcomes for all students.	No	By 2027, maintain the proportion of students in Year 9 NAPLAN Reading, Writing and Numeracy, achieving <i>strong or exceeding</i> proficiency levels compared to when the cohort was in Year 7 in 2025.	

		Maintain the VCE All Study score at or above the 3-year average (2020-2022) of 32.	
Improve engagement in learning for all students.	No	By 2027 increase the percentage of Year 7-12 students indicating positive endorsement on the Attitudes to School Survey for: <ul style="list-style-type: none"> • Teacher concern from 47% in 2023 to 55% • Student voice and agency from 51% in 2023 to 65% • Sense of connectedness from 53% in 2023 to 65% • Self-regulation and goal setting from 66% in 2023 to 75% • Motivation and interest from 60% in 2023 to 70% 	
		By 2027, increase the percentage of staff indicating positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> • Academic emphasis from 69% in 2023 to 75% • Teacher collaboration from 55% in 2023 to 70% 	

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1-month target	Learning 1.1 - By the end of 2024, improve the proportion of students in the 'strong or exceeding' proficiency level of NAPLAN: -Reading from 54% (2023 baseline data) -Writing from 52% (2023 baseline data) -Numeracy from 61% (2023 baseline data) 1.2 - VCE - In 2024, the VCE mean all study score will be at or above 32. Wellbeing 2.1

	<p>- In 2024 the percentage of positive responses has improved for the following factors of the Attitudes to School Survey:</p> <ul style="list-style-type: none"> -Motivation and interest from 60% (2023) to 63% in 2024. -Self-regulation and goal setting 66% (2023) to 69% in 2024. -Student voice and agency from 51% (2023) to 56% in 2024 -Sense of connectedness from 53% (2023) to 58% in 2024. -Teacher concern from 47% (2023) to 49% in 2024. <p>2.2</p> <ul style="list-style-type: none"> - Increase the percentage of positive endorsement on the Staff Opinion Survey for: -Academic emphasis from 69% (2023) to 71% in 2024 -Teacher collaboration from 55% (2023) to 59% in 2024
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1.a	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>Yes</p>
KIS 1.b	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Yes</p>
<p>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>	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>Learning</p> <p>1.1</p> <ul style="list-style-type: none"> - By the end of 2024, improve the proportion of students in the 'strong or exceeding' proficiency level of NAPLAN: -Reading from 54% (2023 baseline data) -Writing from 52% (2023 baseline data) -Numeracy from 61% (2023 baseline data) <p>1.2</p> <ul style="list-style-type: none"> - VCE - In 2024, the VCE mean all study score will be at or above 32. <p>Wellbeing</p> <p>2.1</p> <ul style="list-style-type: none"> - In 2024 the percentage of positive responses has improved for the following factors of the Attitudes to School Survey: -Motivation and interest from 60% (2023) to 63% in 2024. -Self-regulation and goal setting 66% (2023) to 69% in 2024. -Student voice and agency from 51% (2023) to 56% in 2024 -Sense of connectedness from 53% (2023) to 58% in 2024. -Teacher concern from 47% (2023) to 49% in 2024. <p>2.2</p> <ul style="list-style-type: none"> - Increase the percentage of positive endorsement on the Staff Opinion Survey for: -Academic emphasis from 69% (2023) to 71% in 2024 -Teacher collaboration from 55% (2023) to 59% in 2024
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

and a positive, safe and orderly learning environment	
Actions	<p>Build and embed structures and roles that support staff collaboration, professional learning and collective efficacy including:</p> <ul style="list-style-type: none"> - Build staff capabilities to inform and implement literacy and numeracy teaching strategies in all areas of study. - Prioritise time for staff across all learning areas to collaboratively plan units of work, with a focus on the use of data to identify and meet the learning needs of every student through a differentiated approach. <p>Implement a rigorous and consistent approach to co-developing individual student goals by:</p> <ul style="list-style-type: none"> - Reviewing current processes related to individual student learning goals with a focus on co-development between students and teachers, and the ongoing review of student progress. - Improving engagement through increasing student challenge and increasing the level of responsibility students take for their learning. <p>-Use data and evidence to identify individual students' educational needs and prioritise adjustments and support for these needs.</p>
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> -explain and apply literacy and numeracy strategies within their work and across subjects. -are supported to learn at their point of need. -All students have set goals, in collaboration with their teachers, which are linked to improving literacy and numeracy outcomes. <p>Teachers/Staff:</p> <ul style="list-style-type: none"> -are able to articulate a common understanding of the student Individual Learning Goals process. -explicitly teach students to set and track progress against individual learning goals. -regularly monitor, review and update Individual Learning Goals to ensure they are responsive to student's progress. -accurately and confidently identify the learning needs of all of their students based on student learning data (Essential Assessment, PAT, NAPLAN, Teacher Judgement...), 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. <p>Education Support staff will provide high quality support to teachers and support identified students in the classroom.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -implement an intervention structure to support the individual learning needs of every student, including MYLNS, TLI and other

	<p>identified students.</p> <ul style="list-style-type: none"> -facilitate professional learning opportunities to build staff capacity to support students to meet the literacy and numeracy standards expected of those entering the workforce. -create conditions and processes to support teachers to analyse data to reflect and review the impact of their practice on learning outcomes -provide structures, resources and time 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. -meet with the Student Leadership to seek feedback on the design and implementation of school policy and programs. -regularly observe lessons to monitor strategic implementation progress 			
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> -all lesson and detailed course outlines include strategies to improve numeracy and literacy outcomes. -student feedback and planning documents demonstrate consideration of teaching students at their point of learning.. -formative and summative assessments indicate student progress. -identified students receive timetabled learning support (TLI, MYLNS, QuickSmart Literacy and Numeracy, ES). -all students have completed learning goals in collaboration with their teachers. -student PIVOT survey responses. -documents shared through the performance review process demonstrates staff have a shared understanding of the ILG process. <p>Late Indicators</p> <ul style="list-style-type: none"> -Data shows growth in Numeracy, Reading and Writing outcomes as per the set targets for 2024. -Continuous improvement in in-school testing and assessment tasks as per the CSC Data Collection and Analysis Schedule. -Through the performance review process staff 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 2024. -students have reflected on and achieved their goals. -teacher records and observations of student progress towards students achieving their goals. 			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

<p>Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.</p> <p>Prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,994.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Schedule professional learning on the development of student Individual Learning Goals.</p>	<input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Teachers prioritise classroom time to co-design student learning goals.</p> <p>Teachers prioritise time for students to reflect upon the progress of their learning goals.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Establish a structure that facilitates literacy and numeracy capability building for teachers in all areas of study.</p> <p>Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Ensure staff:</p> <ul style="list-style-type: none"> -are in place to strengthen capacity and adjustments for identified learners who will benefit from a more targeted support in classrooms. -receive professional learning to build school capability in inclusive education and evidence-based approaches for supporting students with disability in the classroom and at school. <p>Purchase of equipment, adaptive technology, devices, and</p>	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,853.53 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

materials to support the teaching and learning of students with disability and other identified students.				
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Embed student voice, agency and leadership to further strengthen student participation and engagement in learning through: <ul style="list-style-type: none"> - Embedding a culture that empowers students to develop agency for their learning and provides opportunities for flexible learning. - Incorporating opportunities for vocational learning and real-world connections in teaching and learning programs, ensuring the curriculum is relevant to the pathway needs and aspirations of students. - Improving engagement through increasing student challenge, increasing the level of responsibility students take for their learning and innovative pedagogy. - Establishing support structures for students with high levels of disengagement, absence or barriers to attendance. Build staff capacity to reflect a whole-school approach to student health and well-being. Strengthen links with community to explore, promote and improve student aspirations, connections and pathways, including: <ul style="list-style-type: none"> - Consolidating links and relationships with local/wider communities, business and other organisations to support student learning and development outcomes. - Working with parents/carers to ensure students receive a consistent message regarding the school's expectations of them and that achievements are celebrated. 			
Outcomes	The school community shares a common understanding of Casterton Secondary College's whole-school approach to supporting students' preferred pathways, and their physical, social, and emotional wellbeing. Students <ul style="list-style-type: none"> -are confident learners, feel supported, and contribute to a strong classroom and school culture -provide regular feedback to teachers and peers 			

	<ul style="list-style-type: none"> -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 <p>VCE, VM/VPC students have courses linked to their pathway.</p> <p>Teachers/Staff:</p> <ul style="list-style-type: none"> -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 Casterton Secondary College and within their specific subject areas -work in PLC teams to integrate opportunities for student agency within the whole school curriculum plan, including seeking feedback from students -participate in meetings with students and parents/carers to support higher levels of engagement and identify career aspirations -work with post-secondary providers to ensure students are exposed to a variety of career pathways -provide opportunities for students to engage in a curriculum that relates learning to real life situations and employment pathways <p>Leaders:</p> <ul style="list-style-type: none"> -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 -provide the structures and resources so that all students have access to and participate in a careers program.
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - staff have participated in Healthy Minds professional learning, to support students build resilience and wellbeing through preventative psychology - Student Leadership/Council elected, 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.

	<p>- students identified through the Staying in Education Platform and other data sets have received targeted support -students have been consulted over the re-development of the basketball court.</p> <p>Late Indicators -students transitioning into, through and beyond the school is seen, by the community, as a positive part of the school culture. -revised work experience, work placement processes have been implemented. -data shows improvement in the specified measures of staff, student and parent/carer surveys as per the 12-month targets for 2024</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Wellbeing Team reviews protocols and processes to support at-risk students and communication with parents/carers.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
The Wellbeing Team regularly uses the Panorama Staying in Education Platform and other data sets to identify vulnerable students and provide appropriate levels of support.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teaching staff participate in professional learning linked to student agency and incorporate opportunities for student agency and feedback in all areas of study, at each year level.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Year 8 students participate in the Healthy Minds program that promotes positive mental health through a number of workshops delivered by the provider and teachers.</p> <p>Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$31,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Year 7 students 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.</p>	<p><input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 4 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>All staff participate in PIVOT surveys with their classes and analyse data to evaluate the impact of teacher practice on student learning.</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Active Schools funds (\$17 000) will be used to support the re-development of the existing basketball court, which is in a state of disrepair. The school will finance the other two thirds required for the project.</p>	<p><input checked="" type="checkbox"/> Leadership team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$17,000.00</p> <p><input checked="" type="checkbox"/> Other funding will be used</p>

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$136,593.57	\$136,593.57	\$0.00
Disability Inclusion Tier 2 Funding	\$42,853.53	\$42,853.53	\$0.00
Schools Mental Health Fund and Menu	\$30,753.25	\$30,753.25	\$0.00
Total	\$210,200.35	\$210,200.35	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
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.	\$9,994.00
Schedule professional learning on the development of student Individual Learning Goals.	\$2,000.00
Teachers prioritise classroom time to co-design student learning goals. Teachers prioritise time for students to reflect upon the progress of their learning goals.	\$1,000.00
Establish a structure that facilitates literacy and numeracy capability building for teachers in all areas of study.	\$80,000.00

Ensure intervention staff are in place to support teachers to implement literacy/numeracy intervention strategies for identified students.	
<p>Ensure staff:</p> <ul style="list-style-type: none"> -are in place to strengthen capacity and adjustments for identified learners who will benefit from a more targeted support in classrooms. -receive professional learning to build school capability in inclusive education and evidence-based approaches for supporting students with disability in the classroom and at school. <p>Purchase of equipment, adaptive technology, devices, and materials to support the teaching and learning of students with disability and other identified students.</p>	\$42,853.53
Teaching staff participate in professional learning linked to student agency and incorporate opportunities for student agency and feedback in all areas of study, at each year level.	\$5,000.00
<p>Year 8 students participate in the Healthy Minds program that promotes positive mental health through a number of workshops delivered by the provider and teachers.</p> <p>Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.</p>	\$31,000.00
Year 7 students 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
All staff participate in PIVOT surveys with their classes and analyse data to evaluate the impact of teacher practice on	\$5,000.00

student learning.	
Totals	\$181,847.53

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.</p> <p>Prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students.</p>	<p>from: Term 1 to: Term 4</p>	\$9,993.57	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<p>Schedule professional learning on the development of student Individual Learning Goals.</p>	<p>from: Term 1 to: Term 2</p>	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<p>Teachers prioritise classroom time to co-design student learning goals.</p> <p>Teachers prioritise time for students to reflect upon the progress of their learning goals.</p>	<p>from: Term 1 to: Term 4</p>	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<p>Establish a structure that facilitates literacy and numeracy capability</p>	<p>from: Term 1</p>	\$80,000.00	<input checked="" type="checkbox"/> School-based staffing

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.	to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources
Teaching staff participate in professional learning linked to student agency and incorporate opportunities for student agency and feedback in all areas of study, at each year level.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
All staff participate in PIVOT surveys with their classes and analyse data to evaluate the impact of teacher practice on student learning.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$106,993.57	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Ensure staff: -are in place to strengthen capacity and adjustments for identified learners who will benefit from a more targeted support in classrooms. -receive professional learning to build school capability in inclusive	from: Term 1 to: Term 4	\$42,853.53	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning •

<p>education and evidence-based approaches for supporting students with disability in the classroom and at school.</p> <p>Purchase of equipment, adaptive technology, devices, and materials to support the teaching and learning of students with disability and other identified students.</p>			<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$42,853.53	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<p>Year 8 students participate in the Healthy Minds program that promotes positive mental health through a number of workshops delivered by the provider and teachers.</p> <p>Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.</p>	<p>from: Term 3 to: Term 3</p>	\$30,753.25	<input checked="" type="checkbox"/> Healthy Minds Program
<p>Year 7 students participate in the eSmart Digital Licence program to build digital intelligence, leading to making the right choices online and</p>	<p>from: Term 4</p>	\$0.00	<input checked="" type="checkbox"/> eSafety commissioner online resources (free)

thereby reduce engaging in risky online behaviours.	to: Term 4		
Totals		\$30,753.25	

Additional funding planner – Total Budget

Activities and milestones	Budget
Intervention Program-Testing and Tracking students.	\$14,600.00
IT Resources	\$19,000.00
Totals	\$33,600.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Intervention Program-Testing and Tracking students.	from: Term 1 to: Term 4	\$14,600.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
IT Resources	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$29,600.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Intervention Program-Testing and Tracking students.	from: Term 1 to: Term 4	\$0.00	
IT Resources	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Intervention Program-Testing and Tracking students.	from: Term 1 to: Term 4	\$0.00	
IT Resources	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.</p> <p>Prioritise time for teachers, specialist staff and support staff to engage in shared planning to assist identified students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Schedule professional learning on the development of student Individual Learning Goals.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching and learning coordinator 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Establish a structure that facilitates literacy and numeracy capability building for teachers in all areas of study.</p> <p>Ensure intervention staff are in place to support teachers to implement literacy/numeracy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teaching and learning coordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

intervention strategies for identified students.						
<p>Ensure staff: -are in place to strengthen capacity and adjustments for identified learners who will benefit from a more targeted support in classrooms. -receive professional learning to build school capability in inclusive education and evidence-based approaches for supporting students with disability in the classroom and at school.</p> <p>Purchase of equipment, adaptive technology, devices, and materials to support the teaching and learning of students with disability and other identified students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teaching and learning coordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Teaching staff participate in professional learning linked to student agency and incorporate opportunities for student agency and feedback in all areas of study, at each year level.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Year 8 students participate in the Healthy Minds program that promotes positive mental health through a number of workshops delivered by the provider and teachers.</p> <p>Teachers implement "Healthy Mind" strategies to support a whole-school environment that promotes positive mental health.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 3 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants <p>Mental Health Menu-Healthy Minds</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Year 7 students 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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<p>from: Term 4 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Program delivered by the Alannah and Madeline Foundation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site