

2023 Annual Implementation Plan

for improving student outcomes

Derrinallum P-12 College (5375)



Submitted for review by Caitlyn Fitzgerald (School Principal) on 24 February, 2023 at 01:45 PM
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 15 March, 2023 at 08:31 AM
Endorsed by Brooke Greig (School Council President) on 21 March, 2023 at 11:42 AM

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 maximise learning growth and achievement for all students.
Target 2.1	NAPLAN- Literacy Increase the rolling average of medium and high benchmark growth in NAPLAN writing from <ul style="list-style-type: none"> • Year 5 from 59% in 2019 to 67% by 2024. • Year 7 from 82% in 2019 to 88% by 2024. • Year 9 from 51% in 2019 to 60% by 2024.
Target 2.2	Progressive Achievement Test (PAT) Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in reading by the following: <ul style="list-style-type: none"> • Year 4 from 50% in 2020 to 70% by 2024 • Year 6 from 45% in 2020 to 70% by 2024

	<ul style="list-style-type: none"> • Year 8 from 33% in 2020 to 70% by 2024 <p>Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in maths by the following:</p> <ul style="list-style-type: none"> • Year 4 from 38% in 2020 to 70% by 2024 • Year 6 from 10% in 2020 to 70% by 2024 • Year 8 from 50% in 2020 to 70% by 2024 <p><i>*Noting that as there was not growth data for reading or maths available from 2019, starting data is an average of 20/21 rather than 3 year rolling average.</i></p>
Target 2.3	<p>Senior School Pathways:</p> <ul style="list-style-type: none"> • Across the SSP, final year students who achieve at least an ATAR of 55 or a Certificate II will increase from an average 67% to 90%.
Target 2.4	<p>Survey Feedback:</p> <ul style="list-style-type: none"> • AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 75% by 2024 • SSS—Teaching and learning: <ul style="list-style-type: none"> ○ positive endorsement in Practice improvement to increase from 68% in 2019 to 83% by 2024 ○ positive endorsement in Planning to increase from 68% in 2019 to 83% by 2024 ○ positive endorsement in Collective efficacy to increase from 53% in 2019 to 78% by 2024
Key Improvement Strategy 2.a Building practice excellence	To improve and coordinate instructional practices including the implementation of a school wide instructional model

Key Improvement Strategy 2.b Evaluating impact on learning	Strengthen alignment of teacher judgements to NAPLAN/standardised testing through moderation and consistent use of resources such as rubrics.
Key Improvement Strategy 2.c Instructional and shared leadership	Reinforce PLCs as a means of data-driven culture of collective efficacy for student learning.
Key Improvement Strategy 2.d Curriculum planning and assessment	Establish a consistent whole school approach to differentiated curriculum documentation.
Goal 3	To improve engagement in learning for all students
Target 3.1	<p>AToSS positive endorsement:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement—Differentiated learning challenge increase from 64% in 2019 to 75% by 2024 • Effective teaching practice for cognitive engagement—Stimulated learning to increase from 49% in 2019 to 70% by 2024 • Learner characteristics and disposition—Motivation and interest to increase from 59% in 2019 to 72% by 2024 • Learner characteristics and disposition—Self-regulation and goal setting to increase from 52% in 2019 to 74% by 2024 • School stage transition (Year 7 and new students) from 76% in 2019 to 77% by 2024 • School stage transitions (Year 10–12) from 49% in 2019 to 64% in 2024 • Increase student voice and agency from 56% in 2019 to 70% by 2024
Target 3.2	<p>Attendance: Decrease average number of unapproved absences for the following cohorts:</p> <ul style="list-style-type: none"> • Years 7/8 from 6.5 days in 2019 to 4.5 days by 2024 • Years 9/10 from 16 days in 2019 to 10 days by 2024

Target 3.3	<p>Increase average scores on the student feedback tool.</p> <ul style="list-style-type: none"> • Increase 'this teacher makes what we are learning interesting' from 3.66 in 2020 to 4.5 by 2024 • Increase 'I know how well I am doing in this class' from 3.79 in 2020 to 4.2 by 2024 • Increase 'this class keeps my attention' from 3.61 in 2020 to 4.3 by 2024
Target 3.4	100% of senior school students will move into successful post school pathways, such as full-time employment or further education/training, throughout the SSP.
Key Improvement Strategy 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency within the classroom.
Key Improvement Strategy 3.b Building practice excellence	Provide opportunities for students to co-design learning activities and learning goals.
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop staff capability so that classes demonstrate differentiated learning challenges
Goal 4	To strengthen the social and emotional wellbeing and health of all students.
Target 4.1	<p>AToSS positive endorsement:</p> <ul style="list-style-type: none"> • Increase sense of connectedness from 59% in 2019 to 75% by 2024 • Maintain a sense of inclusion above 88% by 2024 • • Increase advocate at school from 68% in 2019 to 90% by 2024 • Managing bullying from 56% in 2019 to 75% by 2024 • Respect for diversity from 57% in 2019 to 75% by 2024. • Increase teacher concern from 20% in 2019 to 70% by 2024

Target 4.2	<p>SSS positive endorsement:</p> <p>Increase 'build resilience' and 'a resilient supportive environment' from 51% in 2019 to 71% by 2024</p>
Target 4.3	<p>Parent Opinion Survey (POS) positive endorsement</p> <ul style="list-style-type: none"> • Student motivation and support to increase from 58% in 2019 to 68% by 2024 • Promoting positive behaviour to increase from 75% in 2019 to 85% by 2024 • Confidence and resiliency skills to increase from 83% to greater than 85% by 2024
Key Improvement Strategy 4.b Health and wellbeing	Build staff capacity to support complex wellbeing needs.
Key Improvement Strategy 4.c Health and wellbeing	Strengthen and refine agreed wellbeing processes and practices.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Learning: Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in PAT Maths by the following: -Year 4 from 38% (2019-2021) to 48% (2021-2023) -Year 6 from 10% (2019-2021) to 30% (2021-2023) -Year 8 from 50% (2019-2021) to 60% (2021-2023) AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 70% in 2023. School Staff Survey: -positive endorsement in Teaching and learning- Practice improvement to increase from 68% in 2019 to 76% in 2023. -positive endorsement in Teaching and learning- Planning to increase from 68% in 2019 to 78% in 2023. -positive endorsement in School Climate- Collective efficacy to increase from 53% in 2019 to 70% in 2023. Senior Secondary Final year students who achieve at least an ATAR of 55 or a Certificate II will increase from 67% in 2019 to 80% in 2023. Wellbeing :AToSS positive endorsement: - Increase sense of connectedness from 59% in 2019 to 70% in 2023 - Increase advocate at school from 68% in 2019 to 82% in 2023 - Increase managing bullying from 56% in 2019 to 68% in 2023 - Increase respect for diversity from 57% in 2019 to 68% in 2023 - Increase

			teacher concern from 20% in 2019 to 55% in 2023
To maximise learning growth and achievement for all students.	No	NAPLAN- Literacy Increase the rolling average of medium and high benchmark growth in NAPLAN writing from <ul style="list-style-type: none"> • Year 5 from 59% in 2019 to 67% by 2024. • Year 7 from 82% in 2019 to 88% by 2024. • Year 9 from 51% in 2019 to 60% by 2024. 	
		Progressive Achievement Test (PAT) Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in reading by the following: <ul style="list-style-type: none"> • Year 4 from 50% in 2020 to 70% by 2024 • Year 6 from 45% in 2020 to 70% by 2024 • Year 8 from 33% in 2020 to 70% by 2024 Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in maths by the following: <ul style="list-style-type: none"> • Year 4 from 38% in 2020 to 70% by 2024 • Year 6 from 10% in 2020 to 70% by 2024 • Year 8 from 50% in 2020 to 70% by 2024 <i>*Noting that as there was not growth data for reading or maths available from 2019, starting data is an average of 20/21 rather than 3 year rolling average.</i>	
		Senior School Pathways: <ul style="list-style-type: none"> • Across the SSP, final year students who achieve at least an ATAR of 55 or a Certificate II will increase from an average 67% to 90%. 	
		Survey Feedback: <ul style="list-style-type: none"> • AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 75% by 2024 	

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To improve engagement in learning for all students	No	<p>AToSS positive endorsement:</p> <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement—Differentiated learning challenge increase from 64% in 2019 to 75% by 2024 • Effective teaching practice for cognitive engagement—Stimulated learning to increase from 49% in 2019 to 70% by 2024 • Learner characteristics and disposition—Motivation and interest to increase from 59% in 2019 to 72% by 2024 • Learner characteristics and disposition—Self-regulation and goal setting to increase from 52% in 2019 to 74% by 2024 • School stage transition (Year 7 and new students) from 76% in 2019 to 77% by 2024 • School stage transitions (Year 10–12) from 49% in 2019 to 64% in 2024 • Increase student voice and agency from 56% in 2019 to 70% by 2024 	
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		<p>Increase average scores on the student feedback tool.</p> <ul style="list-style-type: none"> • Increase 'this teacher makes what we are learning interesting' from 3.66 in 2020 to 4.5 by 2024 	

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		100% of senior school students will move into successful post school pathways, such as full-time employment or further education/training, throughout the SSP.	
To strengthen the social and emotional wellbeing and health of all students.	No	AToSS positive endorsement: <ul style="list-style-type: none"> • Increase sense of connectedness from 59% in 2019 to 75% by 2024 • Maintain a sense of inclusion above 88% by 2024 • • Increase advocate at school from 68% in 2019 to 90% by 2024 • Managing bullying from 56% in 2019 to 75% by 2024 • Respect for diversity from 57% in 2019 to 75% by 2024. • Increase teacher concern from 20% in 2019 to 70% by 2024 	
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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	<p>Learning: Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in PAT Maths by the following: -Year 4 from 38% (2019-2021) to 48% (2021-2023) -Year 6 from 10% (2019-2021) to 30% (2021-2023) -Year 8 from 50% (2019-2021) to 60% (2021-2023)</p> <p>AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 70% in 2023.</p> <p>School Staff Survey: - positive endorsement in Teaching and learning- Practice improvement to increase from 68% in 2019 to 76% in 2023. - positive endorsement in Teaching and learning- Planning to increase from 68% in 2019 to 78% in 2023. - positive endorsement in School Climate- Collective efficacy to increase from 53% in 2019 to 70% in 2023.</p> <p>Senior Secondary Final year students who achieve at least an ATAR of 55 or a Certificate II will increase from 67% in 2019 to 80% in 2023.</p> <p>Wellbeing: AToSS positive endorsement: - Increase sense of connectedness from 59% in 2019 to 70% in 2023 - Increase advocate at school from 68% in 2019 to 82% in 2023 - Increase managing bullying from 56% in 2019 to 68% in 2023 - Increase respect for diversity from 57% in 2019 to 68% in 2023 - Increase teacher concern from 20% in 2019 to 55% in 2023</p>
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	<p>Learning:</p> <p>Increase the 3 year rolling average of students achieving annual growth of at least one achievement band in PAT Maths by the following:</p> <ul style="list-style-type: none"> -Year 4 from 38% (2019-2021) to 48% (2021-2023) -Year 6 from 10% (2019-2021) to 30% (2021-2023) -Year 8 from 50% (2019-2021) to 60% (2021-2023) <p>AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 70% in 2023.</p> <p>School Staff Survey:</p> <ul style="list-style-type: none"> -positive endorsement in Teaching and learning- Practice improvement to increase from 68% in 2019 to 76% in 2023. -positive endorsement in Teaching and learning- Planning to increase from 68% in 2019 to 78% in 2023. -positive endorsement in School Climate- Collective efficacy to increase from 53% in 2019 to 70% in 2023. <p>Senior Secondary Final year students who achieve at least an ATAR of 55 or a Certificate II will increase from 67% in 2019 to 80% in 2023.</p> <p>Wellbeing:</p> <p>AToSS positive endorsement:</p> <ul style="list-style-type: none"> - Increase sense of connectedness from 59% in 2019 to 70% in 2023 - Increase advocate at school from 68% in 2019 to 82% in 2023 - Increase managing bullying from 56% in 2019 to 68% in 2023 - Increase respect for diversity from 57% in 2019 to 68% in 2023 - Increase teacher concern from 20% in 2019 to 55% in 2023
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	<ul style="list-style-type: none"> Strengthen staff engagement with PLC's and create a data driven approach to inform teaching and learning across the school. Base schoolwide teaching practice on the College's agreed instructional model.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> Engage with the college's curriculum framework to base all units of work on. Routinely refer to the curriculum framework to inform planning for teaching. Reflect on pedagogical practice and engage in opportunities for growth. Consistently implement the college's instructional model Engage in the construction of feedback templates designed specifically for the IM Engage in Peer Observations that are focused on the IM. Reflect on practice both through feedback (formal and informal) provided by means of PIVOT and peer observations. <p>Leaders will:</p> <ul style="list-style-type: none"> Prioritise the implantation of PLCs across the school Routinely monitor and engage with PLCs Ensure that meeting schedules prioritise collaboration and improvement. Prioritise the implantation of peer observation by providing the appropriate support to engage e.g., routine scheduling, dedicated meeting times, release time and CRT cover. Model engagement with Peer observations Provide routine feedback regarding the implementation of the instructional model. Provide appropriate PL scaffolded for teacher needs regarding the IM <p>So that students will:</p> <ul style="list-style-type: none"> Demonstrate growth, specifically in numeracy Adapt a growth mindset towards their learning, enabling accomplishment of set goals Engage in the monitoring of the instructional model Develop confidence in lesson structure
Success Indicators	<p>Short Term</p> <ul style="list-style-type: none"> All teaching staff will engage in a PLC More staff are exposed to the PLC training Staff and students more frequently refer to data to draw conclusions about learning and growth.

	<ul style="list-style-type: none">• Meeting norms are re-evaluated and agreed upon.• Staff are confident in how to access the IM and supporting materials• Students know what the IM is and can locate within each learning space• Students can identify aspects of the IM <p>Medium Term</p> <ul style="list-style-type: none">• Improvement cycles are regular discussion within the PLC meetings.• Staff actively engage and routinely meet agreed actions from PLC meetings.• Meeting norms are routinely met.• Staff know and understand the aspects of the IM without needing to refer to the materials.• Relief lessons routinely reflect the IM• Students provide feedback that classes across all aspects of the school have more structure and reflect consistency. <p>Long Term</p> <ul style="list-style-type: none">• Increase growth in numeracy results as measured by NAPLAN, PAT and teacher judgements.• PLC culture begins to embed, and data driven practice consistently applied.• Agreed outcomes from PLC meetings are routinely met or progressed.• The IM is authentically evident in 90% of observed classes.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate all teachers to a PLC	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Have at least one member in each PLC group attend the PLC coaching sessions with an external coach	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,800.00 <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
Create a coaching program, with time allocation, that explicitly works with teachers to help promote and embed the practice of the college's agreed instructional model.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Design a routine schedule for Peer Observations including time release for feedback sessions to formally occur for all teachers at least once a term.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <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
Display the instructional model in each learning space.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$700.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<ul style="list-style-type: none"> Strengthen the implementation of the whole school approach to respectful relationships Develop proactive approaches to support diversity and promote equity amongst all students and staff.
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> interact with students, colleagues and to wider community in a manner that demonstrates respectful, gender equitable and inclusive behaviours and language. challenge disrespectful attitudes and behaviours, inequality and limitations and harmful gender stereotypes explicitly teach and assess social and emotional learning, respectful relationships and consent education (all staff) understand the importance of promoting gender equality and respectful relationships in the prevention of family and gender-based violence (all staff) show an increased in positive behaviours and attitudes towards gender equality. be prepared for how to approach difficult respectful relationship topics and have the skill sets to naturally incorporate this into their teaching. <p>Leaders will:</p> <ul style="list-style-type: none"> actively promote, advocate for and support the whole school approach to respectful relationships. model respectful relationships behaviour and gender equitable treatment of students, staff and the broader school community. <p>So that students will:</p> <ul style="list-style-type: none"> understand and practice respectful relationships know where to seek help and can use their help-seeking skills when required use a range of positive coping strategies challenge disrespectful attitudes and behaviours, inequality and limitations and harmful gender stereotypes show an increased in positive behaviours and attitudes towards gender equality.
Success Indicators	<p>Short term:</p> <ul style="list-style-type: none"> Documented Respectful Relationships Action Plan 40% of staff have engaged in professional learning about respectful relationships Curriculum documentation and timetable shows plan for explicit teaching of respectful relationships education including consent education Curriculum documentation shows evidence of RR education being embedded across all year levels <p>Medium term:</p>

	<ul style="list-style-type: none">Between 40-80% of staff have engaged in professional learning about respectful relationshipsSchool policies model respectful relationship and gender equality practices across the schoolStaff and students understand where that can seek help and support on amu issues related to family violence, and age-appropriate information about specialist family violence and sexual assault services is visible in posters around the school. <p>Long term:</p> <ul style="list-style-type: none">Between 80-100% of staff have engaged in professional learning about respectful relationshipsStudent led RR projects are evident in the school communityPositive shift in behaviours, attitudes and gender equality evident in RR independent evaluation snapshotRecords maintained by wellbeing team and advocates shoe evidence of students improved emotional literacy and increasing use of positive coping strategies and help seeking skills.Data sources indicate a sustained improvement in positive attitudes, behaviours and gender equalities across the school-community. For example, Attitudes to School Survey (school safety, social engagement, teacher- student relationships and not-experiencing bullying factors) and attendance data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Every work space, across the school, will feature a form of acknowledgement of First Nations people. Be it artwork, flags or literature on display.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <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

A Wellbeing-Mentor will be employed to work exclusively with students in years 7-10 to proactively support and promote wellbeing.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$8,000.00 <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
Secondary students in year 7-10 will participate in Teen Mental Health First Aid courses.	<input checked="" type="checkbox"/> Homegroup teachers	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
75% of staff will be trained in Mental Health First Aid by the end of 2023.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create an RR team to focus on the delivery and implementation within the school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Teaching staff complete the how to 'respond to disclosures of Family Violence' PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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
All staff complete the 1hr introduction to RR whole staff briefing.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Participate in IDAHOBIT Day, May 17	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <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
Audit school practice to provide a baseline assessment of how gender equality and RR are currently promoted around the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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
Employ a Primary mentor to work specifically with Foundation to year 6 students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <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
Connect with the Ballarat and District Aboriginal Co-operative (BADAC) to establish a working relationship with the school.	<input checked="" type="checkbox"/> Senior Secondary Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Review the school values and instil behavioural norms for students and staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <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
Well-being Team Leader role with reduce teaching time.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$7,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Access additional mental health and wellbeing professionals	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <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
Strengthen the Advocacy program by connecting with the Blurred Minds Academy.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Enrol and connect with Schoolwide Positive Behaviours	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,511.26 <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
Berry Street Education Model Across 2023 and 2024	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Extend hours for Mental Health Practitioner, pooling with other schools to create 1.0 FTE position	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$56,511.26	\$56,511.26	\$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	\$87,158.64	\$87,158.64	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Have at least one member in each PLC group attend the PLC coaching sessions with an external coach	\$1,800.00
Create a coaching program, with time allocation, that explicitly works with teachers to help promote and embed the practice of the college's agreed instructional model.	\$20,000.00
Design a routine schedule for Peer Observations including time release for feedback sessions to formally occur for all teachers at least once a term.	\$5,000.00
Display the instructional model in each learning space.	\$700.00
Every work space, across the school, will feature a form of acknowledgement of First Nations people. Be it artwork, flags or literature on display.	\$2,000.00
A Wellbeing-Mentor will be employed to work exclusively with students in years 7-10 to proactively support and promote wellbeing.	\$8,000.00

Secondary students in year 7-10 will participate in Teen Mental Health First Aid courses.	\$1,500.00
75% of staff will be trained in Mental Health First Aid by the end of 2023.	\$2,000.00
Participate in IDAHOBIT Day, May 17	\$500.00
Employ a Primary mentor to work specifically with Foundation to year 6 students.	\$10,000.00
Review the school values and instil behavioural norms for students and staff.	\$1,000.00
Well-being Team Leader role with reduce teaching time.	\$7,500.00
Strengthen the Advocacy program by connecting with the Blurred Minds Academy.	\$2,000.00
Enrol and connect with Schoolwide Positive Behaviours	\$10,511.26
Berry Street Education Model Across 2023 and 2024	\$15,000.00
Extend hours for Mental Health Practitioner, pooling with other schools to create 1.0 FTE position	\$5,000.00
Totals	\$92,511.26

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Have at least one member in each PLC group attend the PLC coaching sessions with an external coach	from: Term 1 to: Term 1	\$1,800.00	✔ CRT
Create a coaching program, with time allocation, that explicitly works	from: Term 1	\$20,000.00	✔ School-based staffing

with teachers to help promote and embed the practice of the college's agreed instructional model.	to: Term 1		
Design a routine schedule for Peer Observations including time release for feedback sessions to formally occur for all teachers at least once a term.	from: Term 1 to: Term 1	\$2,000.00	✔ CRT
Display the instructional model in each learning space.	from: Term 1 to: Term 1	\$700.00	✔ Assets
Every work space, across the school, will feature a form of acknowledgement of First Nations people. Be it artwork, flags or literature on display.	from: Term 1 to: Term 2	\$2,000.00	✔ Teaching and learning programs and resources ✔ Assets
A Wellbeing-Mentor will be employed to work exclusively with students in years 7-10 to proactively support and promote wellbeing.	from: Term 1 to: Term 1	\$8,000.00	✔ School-based staffing
Participate in IDAHOBIT Day, May 17	from: Term 2 to: Term 2	\$500.00	✔ Teaching and learning programs and resources
Employ a Primary mentor to work specifically with Foundation to year 6 students.	from: Term 1 to: Term 1	\$10,000.00	✔ School-based staffing
Review the school values and instil behavioural norms for students and staff.	from: Term 1	\$1,000.00	✔ Teaching and learning programs and resources

	to: Term 1		
Enrol and connect with Schoolwide Positive Behaviours	from: Term 3 to: Term 4	\$10,511.26	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other
Totals		\$56,511.26	

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
Secondary students in year 7-10 will participate in Teen Mental Health First Aid courses.	from: Term 2 to: Term 2	\$1,500.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Program delivered in school by external service provider
75% of staff will be trained in Mental Health First Aid by the end of 2023.	from: Term 4 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students This activity will use Mental Health Menu programs <ul style="list-style-type: none"> Build staff capacity (conference, course, seminar)

Well-being Team Leader role with reduce teaching time.	from: Term 1 to: Term 1	\$7,500.00	✓ Employ staff to support Tier 1 activities
Strengthen the Advocacy program by connecting with the Blurred Minds Academy.	from: Term 1 to: Term 2	\$2,147.38	✓ Blurred Minds Academy (Griffith University) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Berry Street Education Model Across 2023 and 2024	from: Term 2 to: Term 4	\$15,000.00	✓ Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Extend hours for Mental Health Practitioner, pooling with other schools to create 1.0 FTE position	from: Term 1 to: Term 1	\$2,500.00	✓ Employ allied health professional to provide Tier 1 tailored support for students
Totals		\$30,647.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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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
Have at least one member in each PLC group attend the PLC coaching sessions with an external coach	✓ Assistant Principal	from: Term 1 to: Term 1	✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs	✓ Professional Practice Day ✓ PLC/PLT Meeting	✓ PLC Initiative	✓ On-site
Create a coaching program, with time allocation, that explicitly works with teachers to help promote and embed the practice of the college's agreed instructional model.	✓ Leadership Team	from: Term 1 to: Term 1	✓ Peer observation including feedback and reflection ✓ Demonstration lessons	✓ Formal School Meeting / Internal Professional Learning Sessions	✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS)	✓ On-site
Teaching staff complete the how to 'respond to disclosures of Family Violence' PL	✓ All Staff	from: Term 3 to: Term 3	✓ Planning	✓ Whole School Pupil Free Day	✓ Departmental resources Respectful Relationships team	✓ On-site
All staff complete the 1hr introduction to RR whole staff briefing.	✓ All Staff	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Professional Practice Day	✓ Departmental resources Respectful Relationships Team	✓ On-site
Strengthen the Advocacy program by connecting with the Blurred Minds Academy.	✓ Wellbeing Team	from: Term 1 to: Term 2	✓ Preparation	✓ Professional Practice Day	✓ Teaching partners	✓ On-site

Enrol and connect with Schoolwide Positive Behaviours	✓ Principal	from: Term 3 to: Term 4	✓ Planning ✓ Preparation	✓ Professional Practice Day ✓ Area Principal Forums	✓ School improvement partnerships	✓ On-site
Berry Street Education Model Across 2023 and 2024	✓ Leadership Team	from: Term 2 to: Term 4	✓ Planning ✓ Preparation	✓ Whole School Pupil Free Day ✓ Timetabled Planning Day	✓ External consultants BSEM	✓ On-site