2025 Annual Implementation Plan

for improving student outcomes

Derrinallum P-12 College (5375)

Submitted for review by Caitlyn Fitzgerald (School Principal) on 13 March, 2025 at 12:34 PM
Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 25 March, 2025 at 03:28 PM

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Embedding

	FISO 2.0 outcomes	Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	Evolving

	FISO 2.0 Dimensions	Self-evaluation level
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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	Progress toward the achievement of our 4-year strategic goals is nearing completion. In the coming year, our focus will shift towards refining the tiered support systems to ensure a better understanding and clearer processes for student support across the school. With the introduction of MHiPS, we anticipate that the college will be well-positioned to continue its strategic direction, with the goal of having this framework fully implemented prior to the launch of our new strategic plan in 2025. Over the past few years, we have consistently tracked towards the achievement of our Key Improvement Strategies (KIS). However, due to small cohort sizes in certain years, it has been challenging to gather sufficient data to fully substantiate this progress. The implementation of SWPBS in 2024 has been successful, and as we move into 2025, we aim to further strengthen our practices as more members of the school community develop a deeper understanding of the framework. Looking ahead to 2025, we have scheduled 10 staff members to complete Mental First Aid training throughout the year, which will further support our ongoing efforts to enhance student well-being and school culture. Next Steps and Focus Areas: • Strengthen staff understanding and implementation of differentiated learning practices. • Address inconsistencies in peer observation and feedback engagement. • Continue refining the curriculum framework to embed consistency and support differentiated instruction. • Explore opportunities to collect formal data to validate anecdotal observations regarding lesson structure and student confidence.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To maximise learning growth and achievement for all students.	Yes	NAPLAN- Literacy Increase the rolling average of medium and high benchmark growth in NAPLAN writing from • 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.	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 9 to 0 compared to the number of NAS students in 2024 (1).
		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: • 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: • 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 *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.*	Have an average percentage of students achieving annual growth of at least one achievement band in reading by the following:Year 4- from 77% in 2024 to 66%(6) in 2025 Year 6- from 33% in 2024 to 75%(6) in 2025 Year 8- from 20% in 2024 to 100%(2) in 2025 Have an average percentage of students achieving annual growth of at least one achievement band in maths by the following:Year 4- from 0% in 2024 to 66%(6) in 2025 Year 6- from 66% in 2024 to 75%(6) in 2025 Year 8- from 50% in 2024 to 100%(2) in 2025

		Senior School Pathways: • 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%.	90% of all final year students will achieve an ATAR of at least 55 or a minimum Cert II in a VET course.
		Survey Feedback: • AToSS positive endorsement in sense of confidence to increase from 59% in 2019 to 75% by 2024 • SSS—Teaching and learning: ○ 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	Achieve the following percentages of positive endorsement-Collective efficacy from 69% in 2024 to 74% in 2025.
To improve engagement in learning for all students	No	AToSS positive endorsement: • 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	
		Attendance: Decrease average number of unapproved absences for the following cohorts: • 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	
		Increase average scores on the student feedback tool. • 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	
		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.	Yes	AToSS positive endorsement: • 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.	Achieve the following percentages of positive endorsement in 2025-Sense of connectedness 75%Managing bullying 85%Respect for diversity 70%Increase teacher concern 70%

		• Increase teacher concern from 20% in 2019 to 70% by 2024	
		SSS positive endorsement: Increase 'build resilience' and 'a resilient supportive environment' from 51% in 2019 to 71% by 2024	Increase 'build resilience' and 'a resilient supportive environment' to 65% positive endorsement in 2025.
		Parent Opinion Survey (POS) positive endorsement • 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	Achieve the following percentages of positive endorsement in 2025-Student motivation and support 90%Promoting positive behaviour 90%

Goal 1	To maximise learning growth and achievement for all students.
12-month target 1.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 9 to 0 compared to the number of NAS students in 2024 (1).
12-month target 1.2	Have an average percentage of students achieving annual growth of at least one achievement band in reading by the following: Year 4- from 77% in 2024 to 66%(6) in 2025 Year 6- from 33% in 2024 to 75%(6) in 2025 Year 8- from 20% in 2024 to 100%(2) in 2025 Have an average percentage of students achieving annual growth of at least one achievement band in maths by the following:

	Year 4- from 0% in 2024 to 66%(6) in 2025 Year 6- from 66% in 2024 to 75%(6) in 2025 Year 8- from 50% in 2024 to 100%(2) in 2025	
12-month target 1.3	90% of all final year students will achieve an ATAR of at least 55 or a minimum Cert II in a VET course.	
12-month target 1.4	Achieve the following percentages of positive endorsement- Collective efficacy from 69% in 2024 to 74% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	To improve and coordinate instructional practices including the implementation of a school wide instructional model	No
KIS 1.b Excellence in teaching and learning	Strengthen alignment of teacher judgements to NAPLAN/standardised testing through moderation and consistent use of resources such as rubrics.	No
KIS 1.c Professional leadership	Reinforce PLCs as a means of data-driven culture of collective efficacy for student learning.	No
KIS 1.d Excellence in teaching and learning	Establish a consistent whole school approach to differentiated curriculum documentation.	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.	Although consistent work has been done to have the school's curriculum framework to a consistent standard, variation still exists in both the documentation of curriculum and pedagogical practice.	
Goal 3	**To strengthen the social and emotional wellbeing and health of all students.**	

12-month target 3.1	Achieve the following percentages of positive endorsement in 2025- Sense of connectedness 75% Managing bullying 85% Respect for diversity 70% Increase teacher concern 70%	
12-month target 3.2	Increase 'build resilience' and 'a resilient supportive environment' to 65% positive endorsement in 2025.	
12-month target 3.3	Achieve the following percentages of positive endorsement in 2025- Student motivation and support 90% Promoting positive behaviour 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.b Positive climate for learning	Build staff capacity to support complex wellbeing needs.	No
KIS 3.c Positive climate for learning	Strengthen and refine agreed wellbeing processes and practices.	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.	As the college progresses it's work in SWPBS we would benefit from having our wellbeing process and practices further refined so as all of our work is consistent and effective.	

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth and achievement for all students.
12-month target 1.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 9 to 0 compared to the number of NAS students in 2024 (1).
12-month target 1.2	Have an average percentage of students achieving annual growth of at least one achievement band in reading by the following: Year 4- from 77% in 2024 to 66%(6) in 2025 Year 6- from 33% in 2024 to 75%(6) in 2025 Year 8- from 20% in 2024 to 100%(2) in 2025 Have an average percentage of students achieving annual growth of at least one achievement band in maths by the following: Year 4- from 0% in 2024 to 66%(6) in 2025 Year 6- from 66% in 2024 to 75%(6) in 2025 Year 8- from 50% in 2024 to 100%(2) in 2025
12-month target 1.3	90% of all final year students will achieve an ATAR of at least 55 or a minimum Cert II in a VET course.
12-month target 1.4	Achieve the following percentages of positive endorsement- Collective efficacy from 69% in 2024 to 74% in 2025.
KIS 1.d Curriculum planning and assessment	Establish a consistent whole school approach to differentiated curriculum documentation.
Actions	1. Streamline Curriculum Templates and Formats Develop standardised, user-friendly templates for curriculum documentation to ensure consistency across subjects and year levels. Incorporate clear guidelines for teachers on how to use these templates, reducing outdated or unnecessary content.

	2. Implement Collaborative Planning Tools Utilise digital platforms (e.g., shared Google Drive) that allow staff to collaboratively update and access curriculum documentation. This ensures a centralised, school-wide approach and reduces workload. 3. Schedule Regular Curriculum Review Sessions Establish routine review meetings where staff can discuss, refine, and align curriculum documentation to reflect evolving school goals, policies, and feedback.
Outcomes	Teachers will have: 1. Streamlined Curriculum Access: Teachers will experience easier access to well-organised, centralised curriculum documents, reducing time spent searching for resources and ensuring they have clear, consistent guidelines for lesson planning and delivery. 2. Consistency Across the School: A unified, school-wide approach to curriculum documentation will ensure all teachers are working from the same set of standards and expectations, leading to greater consistency in teaching practices, assessment, and student outcomes. 3. Enhanced Collaboration: Clear and accessible curriculum documentation will foster greater collaboration among teachers, allowing them to share resources, align lesson plans, and discuss strategies for addressing diverse student needs. 4. Efficient Planning and Delivery: Optimised curriculum documentation will simplify planning, as teachers will have well-structured templates, units, and assessments at their fingertips. Saving time in lesson preparation and allowing teachers to focus more on instructional delivery and student engagement. 5. Improved Assessment Alignment: Teachers will have better-aligned assessment tools and rubrics that are directly linked to curriculum goals, leading to more accurate and effective evaluation of student progress and learning outcomes. 6. Increased Teacher Confidence: With streamlined and clear documentation, teachers will feel more confident in their teaching and planning, knowing they have reliable, school-wide resources to support their work. 7. Improved Student Outcomes: As teachers follow a well-structured, evidence-based curriculum, students are likely to benefit from more coherent and focused learning experiences, leading to improved academic performance and skill development. School Leaders will have: 1. Enhanced Strategic Oversight: School leaders will gain clearer, more detailed insights into the alignment and implementation of the curriculum across all grade levels and subjects, enabling better decision-making and resource allocation. 2. Improved Curriculum Coherence: Optimised curriculum documentation will provide a cohesive framework across the entire school, allowing leaders to ensure consistent teaching practices, shared expectations, and alignment with

educational standards.

3. Increased Teacher Accountability: With streamlined curriculum documentation, school leaders can more effectively monitor and support teachers in adhering to the curriculum, ensuring accountability for delivering consistent, high-quality instruction.

4. Efficient Resource Management: Optimising curriculum documents will help leaders identify gaps or redundancies in curriculum resources, allowing for more efficient allocation of materials, professional development, and support services where they are most needed.

5. Stronger Collaborative Culture: As the curriculum becomes more transparent and accessible, school leaders can foster a more collaborative environment where teachers share best practices, align instructional strategies, and work together towards common goals, ultimately improving school-wide performance.

6. Data-Driven Decision Making: Well-organised curriculum documentation will make it easier for leaders to track and analyse curriculum implementation, identify areas for improvement, and make data-driven decisions that directly impact student achievement and teacher support.

7. Improved Monitoring and Evaluation: Leaders will be able to more easily assess the effectiveness of curriculum delivery across the school, ensuring that the curriculum is being implemented as intended and making adjustments as necessary to improve teaching and learning outcomes.

So that student will have:

1. Consistent Learning Experiences: Students will benefit from a more structured and consistent curriculum across all grades and subjects, ensuring that they receive a coherent educational experience that builds progressively on their prior knowledge and skills.

2. Clearer Expectations: With well-organised curriculum documentation, students will have clearer learning objectives, expectations, and assessment criteria, allowing them to better understand what is required for success and take ownership of their learning.

3. Improved Learning Progression: A streamlined, school-wide curriculum ensures smoother transitions between grade levels, helping students make continuous progress without gaps or unnecessary repetition in their learning.

4. More Targeted Support: As teachers follow a standardised curriculum, they will be better equipped to identify individual learning needs and provide more targeted support, ensuring that all students, regardless of their ability level, receive the appropriate guidance and resources.

5. Stronger Alignment Between Lessons and Assessments: With curriculum documentation optimized for alignment, students will experience greater consistency between what is taught and how they are assessed, leading to more meaningful learning experiences and improved academic outcomes.

6. Increased Engagement: A well-documented and coherent curriculum will include a broader range of well-planned, engaging activities, ensuring that students stay interested and motivated throughout.

Success Indicators	Early Success Indicators: 1. Greater Consistency in Curriculum Delivery: Observations and classroom walkthroughs show greater alignment in teaching practices and content delivery across different classes and year levels, demonstrating that the curriculum is being implemented consistently school-wide. 2. More Targeted Student Support: Early evidence of differentiated instruction being implemented more effectively, with teachers using the curriculum documentation to more effectively identify and meet the diverse needs of students, including those requiring additional support or enrichment. 3. Increased Use of School-Wide Resources: There is a noticeable uptick in the use of shared curriculum resources (e.g., lesson plans, assessment rubrics, teaching strategies) across departments and grade levels, indicating that the optimized documentation is being effectively integrated into daily teaching practices. Late Success Indicators: 1. Sustained Teacher Collaboration: Teachers across grade levels and departments continue to collaborate effectively, regularly using the optimized curriculum documentation to co-plan, share best practices, and align instruction, fostering a strong school-wide collaborative culture. 2. High Degree of Curriculum Consistency: Classroom observations and student work samples show high levels of consistency in content delivery, assessment practices, and teaching strategies across all year levels and subjects, indicating that the school-wide curriculum is being implemented with fidelity. 3. Evidence of Adapted Instruction: There is consistent evidence of effective adaptations in teaching, with teachers using the curriculum documentation to adjust lessons to meet diverse student needs.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a new scope and sequence document template and update existing documents to this template.	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

Create a new unit plan document template that include planned approach for student support and extension, and update existing documents to this template.	☑ Curriculum co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
4x PPD to audit existing curriculum documentation and prioritise areas in need of addressing.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$1,680.00 ☑ Other funding will be used
Link IEP's to unit planners to show where adaptations and extensions have been made within.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Schedule regular curriculum review sessions within the meeting schedule.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Allocate time for professional learning and/or professional practice day to ensure upskilling and collaboration in curriculum documentation including how to better cater for learning enablers and extension. (10xCRT)	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$4,200.00 ☑ Disability Inclusion Tier 2 Funding will be used
Strengthen induction process to ensure all new staff understand the college's practises around curriculum documentiaton and implementation.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

Engage proactively in regional communities of practise e.g. numeracy or literacy to support professional learning for the implementation of the 2.0 curriculum (release and CRT cover 2 staff per CoP per term).	☑ Curriculum co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,720.00 ☑ Other funding will be used
Create a GANNT chart to display timeline and increase accountability.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Employ additional Education Support Staff to work with students in the yard and classroom to develop learner confidence and better knowledge of students by staff.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$45,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Other funding will be used
Create new processes for PL applications and feedback processes that make learning practical, encourage collaboration, keep all staff accountable, improve student outcomes and track progress.	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Implement the Victorian Curriculum 2.0 in English and Maths.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Unpack the Victorian Teaching and Learning Model with teacher completing professional learning and actioning the planning component of the elements of teaching.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To strengthen the social and emotional wellbeing and health of all students.
12-month target 3.1	Achieve the following percentages of positive endorsement in 2025- Sense of connectedness 75% Managing bullying 85% Respect for diversity 70% Increase teacher concern 70%
12-month target 3.2	Increase 'build resilience' and 'a resilient supportive environment' to 65% positive endorsement in 2025.
12-month target 3.3	Achieve the following percentages of positive endorsement in 2025- Student motivation and support 90% Promoting positive behaviour 90%
KIS 3.c Health and wellbeing	Strengthen and refine agreed wellbeing processes and practices.
Actions	1. Embed Consistent Practices Across the School Community. 2. Enhance Data-Driven Decision Making. 3. Strengthen Community Engagement and Support Systems
Outcomes	Teachers will: 1. Regularly review and update the behaviour matrix and associated expectations with input from staff, students, and families. 2. Use consistent language and strategies across the school to reinforce positive behaviours. 3. Monitor the effectiveness of interventions and adjust as necessary to ensure they meet student needs. 4. Partner with families and external organizations to promote a shared understanding of well-being practices. Leaders will:

	1. Ensure all staff are trained and consistently applying the agreed well-being processes and positive behaviour expectations. 2. Regularly collect, analyze, and share data on student wellbeing and behavioural trends to identify areas for improvement. 3. Use data insights to inform interventions, adjust practices, and celebrate successes. 4. Provide workshops, resources, and communication channels to engage the broader school community in the positive behaviour framework. 5. Build capacity among staff to support student wellbeing through targeted professional learning and peer collaboration opportunities. So that students will: 1. Students demonstrate resilience, self-regulation, and emotional intelligence in interactions with peers and staff. 2. Increase their ability to seek help and use positive strategies to navigate challenges. 3. Establish positive and respectful relationships amongst themselves and with staff. 4. Demonstrate consistent positive behaviour 5. Create stronger relationships and school connections.
Success Indicators	Early Success Indicators: 1. Positive feedback from parents, guardians, and external stakeholders regarding the school's well-being practices. 2. Decrease in negative behaviour incidents (e.g., office referrals, suspensions, or conflict reports). 3. Increase in positive behaviour recognition and reward data (e.g., points, certificates, or praise recorded in the school system). Late Success Indicators: 1. Use of behaviour and wellbeing data to inform decision-making and demonstrate measurable improvements over time. 2. Improved scores on wellbeing measures, such as resilience, emotional regulation, and sense of belonging (e.g., through form school surveys such as AToSS, SSS, POS). 3. Completion of professional learning programs by staff, with documented implementation of strategies in their practice. 4. Evidence of consistent application of agreed well-being processes and practices across all classrooms and school settings.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Complete the Child Safety Standards compliance assessment.	☑ Leadership team ☑ Principal ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Allocate a Well-being Coordinator role (partial funding from Tier 2)	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$34,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Establish a well-being team with a coordinator role.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Establish a refreshed Culture Team dedicated to progressing the work of SWPBS	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Create regular communication channels (e.g., newsletters, parent-teacher meetings) to keep families informed about well-being initiatives.	☑ SWPBS leader/team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Train at least one third of staff in Mental Health First Aid.	☑ Wellbeing team	☑ PLP Priority	from: Term 1	$4,200.00

			to: Term 3	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Display visual reminders of positive behaviours and wellbeing strategies (e.g., posters, murals, digital displays).	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$3,000.00 ☑ Other funding will be used
Build and strengthen SWPBS practices. PPD for the Culture Team	☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items ☑ Other funding will be used
Train staff in the practise of Disability Inculsion.	☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 3	$1,680.00 ☑ Disability Inclusion Tier 2 Funding will be used
Strengthen the practice of the Adovcacy program through PDD for Advocates.	☑ Wellbeing team	☑ PLP Priority	from: Term 1	$2,940.00

			to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish an all inclusive Well-being Hub.	☑ Leadership team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$15,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
The Flourish Journey and The Man Cave workshops for students.	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	$8,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
School Wellbeing Leaders Training	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$4,950.00 ☑ Schools Mental Health Menu items will be used which may include DET

					funded or free items
Create documents for tiered well-being responses with criteria for placement of students and trigger points for next steps when students move up a tier.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 1		$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$69,523.28	$59,500.00	$10,023.28
Disability Inclusion Tier 2 Funding	$58,240.26	$40,380.00	$17,860.26
Schools Mental Health Fund and Menu	$30,362.75	$25,090.00	$5,272.75
Total	**$158,126.29**	**$124,970.00**	**$33,156.29**

Activities and milestones – Total Budget

Activities and milestones	Budget
Allocate time for professional learning and/or professional practice day to ensure upskilling and collaboration in curriculum documentation including how to better cater for learning enablers and extension. (10xCRT)	$4,200.00
Employ additional Education Support Staff to work with students in the yard and classroom to develop learner confidence and better knowledge of students by staff.	$45,000.00
Allocate a Well-being Coordinator role (partial funding from Tier 2)	$34,000.00
Train at least one third of staff in Mental Health First Aid.	$4,200.00
Build and strengthen SWPBS practices. PPD for the Culture Team	$5,000.00

Train staff in the practise of Disability Inculsion.	$1,680.00
Strengthen the practice of the Adovcacy program through PDD for Advocates.	$2,940.00
Establish an all inclusive Well-being Hub.	$15,000.00
The Flourish Journey and The Man Cave workshops for students.	$8,000.00
School Wellbeing Leaders Training	$4,950.00
Totals	$124,970.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ additional Education Support Staff to work with students in the yard and classroom to develop learner confidence and better knowledge of students by staff.	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing
Allocate a Well-being Coordinator role (partial funding from Tier 2)	from: Term 1 to: Term 4	$24,000.00	☑ School-based staffing
Establish an all inclusive Well-being Hub.	from: Term 1 to: Term 2	$10,500.00	☑ Assets

Totals		$59,500.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Allocate time for professional learning and/or professional practice day to ensure upskilling and collaboration in curriculum documentation including how to better cater for learning enablers and extension. (10xCRT)	from: Term 1 to: Term 4	$4,200.00	☑ CRT •
Employ additional Education Support Staff to work with students in the yard and classroom to develop learner confidence and better knowledge of students by staff.	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Allocate a Well-being Coordinator role (partial funding from Tier 2)	from: Term 1 to: Term 4	$10,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Train staff in the practise of Disability Inculsion.	from: Term 1 to: Term 3	$1,680.00	☑ CRT • CRT (to attend school planning)

Establish an all inclusive Well-being Hub.	from: Term 1 to: Term 2	$4,500.00	☑ Minor building or internal environmental modifications under $5,000 (GST inclusive) • Safety measures for students (high visibility or non-slip modifications)
Totals		**$40,380.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Train at least one third of staff in Mental Health First Aid.	from: Term 1 to: Term 3	$4,200.00	☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member
Build and strengthen SWPBS practices. PPD for the Culture Team	from: Term 1 to: Term 2	$5,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member
Strengthen the practice of the Adovcacy program through PDD for Advocates.	from: Term 1 to: Term 4	$2,940.00	☑ Resilience, Rights and Respectful Relationships teaching resources (free) **This activity will use Mental Health Menu staffing** ○ Employ CRT to release staff member
The Flourish Journey and The Man Cave workshops for students.	from: Term 1 to: Term 2	$8,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives **This activity will use Mental Health Menu programs** ○ Program delivered in school by external service provider

School Wellbeing Leaders Training	from: Term 1 to: Term 4	$4,950.00	☑ School Wellbeing Leader Training (WISA Wellbeing in Schools Australia)
Totals		**$25,090.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	**$0.00**

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Allocate time for professional learning and/or professional practice day to ensure upskilling and collaboration in curriculum documentation including how to better cater for learning enablers and extension. (10xCRT)	☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional practice day	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Strengthen induction process to ensure all new staff understand the college's practises around curriculum documentiaton and implementation.	☑ Leadership team	from: Term 1 to: Term 1	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Engage proactively in regional communities of practise e.g. numeracy or literacy to support professional learning for the implementation of the 2.0 curriculum (release and CRT cover 2 staff per CoP per term).	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Network professional learning ☑ Communities of practice	☑ School improvement partnerships	☑ Off-site Various locations or webinars
Create new processes for PL applications and	☑ Assistant principal	from: Term 1	☑ Planning	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site

feedback processes that make learning practical, encourage collaboration, keep all staff accountable, improve student outcomes and track progress.		to: Term 1				
Unpack the Victorian Teaching and Learning Model with teacher completing professional learning and actioning the planning component of the elements of teaching.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Train at least one third of staff in Mental Health First Aid.	☑ Wellbeing team	from: Term 1 to: Term 3	☑ Preparation	☑ Professional practice day	☑ External consultants through Brophy	☑ Off-site to be confirmed
Build and strengthen SWPBS practices. PPD for the Culture Team	☑ SWPBS leader/team	from: Term 1 to: Term 2	☑ Planning	☑ Professional practice day	☑ Internal staff	☑ On-site
Train staff in the practise of Disability Inculsion.	☑ Disability inclusion coordinator	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Strengthen the practice of the Adovcacy program	☑ Wellbeing team	from: Term 1	☑ Planning ☑ Preparation	☑ Professional practice day	☑ Internal staff	☑ On-site

through PDD for Advocates.		to: Term 4				
School Wellbeing Leaders Training	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Individualised reflection	☑ Professional practice day	☑ External consultants WISA	☑ Off-site Melbourne
Create documents for tiered well-being responses with criteria for placement of students and trigger points for next steps when students move up a tier.	☑ Wellbeing team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff	☑ On-site