**2024 Annual Implementation Plan**

Submitted for review by Stephen Macphail (School Principal) on 20 March, 2024 at 01:15 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

**for improving student outcomes**

Daylesford Secondary College (7115)



**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | No | Support for the priorities |  |
| Improve student learning outcomes.  | Yes | By 2027, increase the percentage of positive endorsement in Attitudes to School Survey for:* Effective teaching time from 51% in 2022 to 61%
* Differentiated learning challenge from 45% in 2022 to 56%
* High expectations for success from 59% in 2022 to 69%
* Motivation and interest from 43% in 2022 to 53%
* Self–regulation and goal setting from 45% in 2022 to 54%
 | - Effective teaching time to 54%- Differentiated learning challenge to 48%- High expectations for success to 61%- Motivation and interest to 46%- Self–regulation and goal setting to 47% |
| TBC - NAPLAN growth target for Reading, Writing and Numeracy. This will be assessed against the new proficiencies. | TBC |
| By 2027, improve the VCE outcomes in:* All student study scores from a median of 26 in 2022 to 30
* VCE value adding in Unit 3 and 4 English, General Mathematics and Mathematics Methods to be between 0 and +1
 | - All student study scores to 27- positive VCE value added in Health & Human Development, Legal Studies, Phys Ed, Media, and Literature |
| By 2027, increase the percentage of positive endorsement in School Staff Survey for:* Academic emphasis from 38% in 2022 to 46%
* Collective efficacy from 42% in 2022 to 50%
* Teacher collaboration from 38% in 2022 to 48%
 | - Academic emphasis to 40%- Collective efficacy to 44%- Teacher collaboration to 31% |
| Improve student wellbeing and belonging. | Yes | By 2027, increase the percentage of positive endorsement in School Staff Survey for:* Parent and community involvement from 33% in 2022 to 43%
* Trust in students and parents from 48% in 2022 to 58%
* Collective responsibility from 67% in 2022 to 70%
 | - Parent and community involvement to 36%- Trust in students and parents to 51%- Collective responsibility to 68% |
| By 2027, increase the percentage of positive endorsement in Parent Opinion Survey for:* Parent community engagement from 53% in 2022 to 60%
* Connection and progression from 63% in 2022 to 76%
 | - Parent community engagement to 55%- Connection and progression to 66% |
| By 2027, increase the percentage of positive endorsement in Attitudes to School Survey for:* Teacher concern from 27% in 2022 to 36%
* Advocate at school from 53% in 2022 to 62%
* Respect for diversity from 29% in 2022 to 39%
* Student voice and agency from 25% in 2022 to 35%
* School connectedness from 32% in 2022 to 42%
* Attitude towards attendance from 61% in 2022 to 71%
 | - Teacher concern to 29%- Advocate at school to 55%- Respect for diversity to 32%- Student voice and agency to 28%- School connectedness 35%- Attitude towards attendance to 64% |
| By 2027 reduce the percentage of students in the 20+ days of absences from 60%in 2022 to 39%. | - reduce the percentage of students in the 20+ days of absences to 54% |

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| Goal 2 | **Improve student learning outcomes.**  |
| 12-month target 2.1-month target | - Effective teaching time to 54%- Differentiated learning challenge to 48%- High expectations for success to 61%- Motivation and interest to 46%- Self–regulation and goal setting to 47% |
| 12-month target 2.2-month target | TBC |
| 12-month target 2.3-month target | - All student study scores to 27- positive VCE value added in Health & Human Development, Legal Studies, Phys Ed, Media, and Literature |
| 12-month target 2.4-month target | - Academic emphasis to 40%- Collective efficacy to 44%- Teacher collaboration to 31% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 2.a**Leadership | Strengthen teaching and learning practices with a focus on developing and implementing high quality differentiation and formative assessment strategies.  | Yes |
| **KIS 2.b**Leadership | Build a culture of high expectations focused on learner growth and outcomes.  | 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. | The college has been establishing strong foundation in teaching and learning during the last strategic plan and starting this year aims to now build on those foundations. |
| Goal 3 | **Improve student wellbeing and belonging.** |
| 12-month target 3.1-month target | - Parent and community involvement to 36%- Trust in students and parents to 51%- Collective responsibility to 68% |
| 12-month target 3.2-month target | - Parent community engagement to 55%- Connection and progression to 66% |
| 12-month target 3.3-month target | - Teacher concern to 29%- Advocate at school to 55%- Respect for diversity to 32%- Student voice and agency to 28%- School connectedness 35%- Attitude towards attendance to 64% |
| 12-month target 3.4-month target | - reduce the percentage of students in the 20+ days of absences to 54% |
| **Key Improvement Strategies** | Is this KIS selected for focus this year? |
| **KIS 3.a**Leadership | Develop a culture of strong and positive teacher/student relationships.  | Yes |
| **KIS 3.b**Leadership | Embed a comprehensive system of support to enhance student wellbeing, engagement and belonging.  | 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. | The college has been establishing strong foundation in community and wellbeing during the last strategic plan and starting this year aims to now build on those foundations. |

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | Improve student learning outcomes.  |
| 12-month target 2.1 target | - Effective teaching time to 54%- Differentiated learning challenge to 48%- High expectations for success to 61%- Motivation and interest to 46%- Self–regulation and goal setting to 47% |
| 12-month target 2.2 target | TBC |
| 12-month target 2.3 target | - All student study scores to 27- positive VCE value added in Health & Human Development, Legal Studies, Phys Ed, Media, and Literature |
| 12-month target 2.4 target | - Academic emphasis to 40%- Collective efficacy to 44%- Teacher collaboration to 31% |
| KIS 2.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen teaching and learning practices with a focus on developing and implementing high quality differentiation and formative assessment strategies.  |
| **Actions** | - Teachers will spend this year developing learning progressions in all KLAs. |
| **Outcomes** | Change in teachers:- planning according to student need- increased planning for differentiation- increased understanding of student capability- improved ability to track learner growth- better use of dataChange in students:- increased student agency and motivation- increased self-reflection in their learning- improved learner growth and morale |
| **Success Indicators** | - documented learning progressions (LPs) in each KLA- R&A cycle incorporates LPs- evidence in unit plans of adjustments and differentiation- improved ATOSS results- improved SOS results |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Development of learning progressions- research best practice for introducing learning progressions and implementation | 🗹 Assistant principal🗹 KLA leader | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Development of learning progressions- develop implementation plan | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Development of learning progressions- introduce concept to teaching staff | 🗹 Assistant principal🗹 KLA leader | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Development of learning progressions- create time in meeting schedule for developing LPs | 🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Development of learning progressions- have teaching staff establish focus area within KLAs | 🗹 Assistant principal🗹 KLA leader🗹 Teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Development of learning progressions- guide teaching staff through developing learning progressions | 🗹 Assistant principal🗹 KLA leader | 🗹 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Development of learning progressions- guide creation of developmental rubrics to support learning progressions | 🗹 Assistant principal🗹 KLA leader🗹 Teacher(s) | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Development of learning progressions- develop reporting framework for learning progressions with R&A Coordinator in conjunction with KLA Leaders. | 🗹 Assessment & reporting coordinator🗹 Assistant principal🗹 KLA leader | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| KIS 2.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Build a culture of high expectations focused on learner growth and outcomes.  |
| **Actions** | - Introduce teachers to the Quality Teaching language and framework in preparation for 2025 implementation.- Learning to Learn (L2L) & Senior School PLCs |
| **Outcomes** | Change in teachers:- using QT elements to reflect and plan lessons- a shift away from content delivery to learning focused planning- conversations in KLA meetings using QT framework and language.- increasing openness pedagogical discussion- increased collaboration around VCE processes- increased use of the feedback cycle- use of VCE data to improve planningChange in students:- more engaged in their lessons- more student agency in learning- decreased cognitive load on students by predictable routines- deeper discussions prompted by QT planning- improved Senior School results- more focus and commitment to the completion of Work Requirements- more peer-to-peer accountability with regards to homework completion |
| **Success Indicators** | - KLA and KLAL meeting minutes referencing QT framework.- Improved SOS and ATOSS results.- unit/lesson plans incorporating QT language.- improved VCE results and "value-add"- improved submission rates of WRs- improved student morale |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Quality Teaching framework- Send LS Classroom Practice on PD | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $2,500.00 |
| Quality Teaching framework- Develop implementation plan | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Quality Teaching framework- enhance Learning Walk process to include QT framework | 🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Quality Teaching framework- PD teachers in QT framework for enhanced learning walks. | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Quality Teaching framework- teachers complete one learning walk per term using QT framework for coding and discussion (four in total). | 🗹 Leading teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Quality Teaching framework- use enhanced learning walks process for new teacher observations by T&L Team (one in Term One with follow ups as required) | 🗹 Assistant principal🗹 Leading teacher(s)🗹 Teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Quality Teaching framework- develop full implementation plan for 2025. | 🗹 Assistant principal🗹 Leading teacher(s) | 🗹 PLP Priority | from:Term 4to:Term 4 | $0.00 |
| Learning to Learn (L2L) initiative- research best practice for introducing L2L and implementation across the Senior School | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Learning to Learn (L2L) initiative- develop implementation plan | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Learning to Learn (L2L) initiative- introduce concept to teaching staff | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Learning to Learn (L2L) initiative- guide creation of developmental rubrics to support L2L behaviours (feedback & reflection, persistence, risk-taking in learning, collaboration, questioning) | 🗹 Assistant principal🗹 Learning specialist(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Learning to Learn (L2L) initiative- create time in meeting schedule for embedding L2L | 🗹 Principal | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Learning to Learn (L2L) initiative- develop reporting framework for L2L with R&A Coord in conjunction with KLA Leaders | 🗹 Assessment & reporting coordinator🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | 🗹 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Goal 3 | Improve student wellbeing and belonging. |
| 12-month target 3.1 target | - Parent and community involvement to 36%- Trust in students and parents to 51%- Collective responsibility to 68% |
| 12-month target 3.2 target | - Parent community engagement to 55%- Connection and progression to 66% |
| 12-month target 3.3 target | - Teacher concern to 29%- Advocate at school to 55%- Respect for diversity to 32%- Student voice and agency to 28%- School connectedness 35%- Attitude towards attendance to 64% |
| 12-month target 3.4 target | - reduce the percentage of students in the 20+ days of absences to 54% |
| KIS 3.aThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop a culture of strong and positive teacher/student relationships.  |
| **Actions** | - School Wide Positive Behaviours (SWPBs)- Giving students a voice (leadership program & circle time) |
| **Outcomes** | Change in teachers:- using constructive and positive language to support student choice and behaviour- reduction in the use of negative and punitive first language- increasing regular communication between with parents/carers and students.- active participation in restorative conversations and sessions- openness to feedback from students regarding their academic and social and emotion learning - using high impact wellbeing strategies to support student choices- celebrating student behaviour achievement and choicesChange in students:- greater trust in their teachers- more student agency in social and emotional learning- decreased cognitive load on students with consistency and predictability- deeper connection to the college- feeling safer and more supported at school- Increased participation in celebration days (Feel Good Friday/Spirit Week) |
| **Success Indicators** | SWPBs- Reduction in misbehaviour data- Reduction in 'removal from class' incidents in XUNO- Increasing merit and reward data- Improved classroom environment (orderliness) as reported via student surveys- Improved relationships between peers as reported via student surveys- Improved teacher advocacy as reported by student surveys- Increased attendance ratesStudent voice- Development framework for student participation - Increased SRC participation rates- Remits/Portfolios for School Captains- Improved sense of pride in school as reported by student surveys- Increased participation in college assemblies |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| SWPBs- Consult with students on behaviour expectations (Captains, SRC, all students) | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| SWPBs- Consult with staff on behaviour expectations | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| SWPBs- Create new SWPBs behaviour matrix / charter incl visuals for classroom | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| SWPBs- Research best practice including school visits | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| SWPBs- Launch with staff and provide PD on expectations. | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| SWPBs- Build into mentor groups a fortnightly focus from the matrix / charter- Present it to students | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| SWPBs- Revamp merit system- Revamp XUNO notifications to parents re merits | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| SWPBs- Build assemblies into real celebrations which are student led. | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Student voice- Redesign student leadership structure including mentor group reps and SRC | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Student voice- Fortnightly SRC / Captains meetings with Principal and AP- Students provided with feedback in Mentor Groups | 🗹 Assistant principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Student voice- Regular classroom feedback survey from students- Data analysed to determine trends | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Student voice- Circle time run with each Yr 7 homegroup twice per term | 🗹 Assistant principal🗹 Principal | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| Student voice- Student Managers to run problem sovling circles with struggling classes | 🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from:Term 1to:Term 4 | $0.00 |
| KIS 3.bThe strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed a comprehensive system of support to enhance student wellbeing, engagement and belonging.  |
| **Actions** | - Live 4 Life project (L4L)- Achievement Program |
| **Outcomes** | Change in teachers:- increased staff observations and responses to student mental health concerns- active participation in safe conversations - using high impact wellbeing strategies to support students- responding with safety approach to risk taking and concerning behaviourChange in students:- greater trust in their teachers- feeling safer and more supported at school- greater understanding of mental health in self and peers- referring self and peers to wellbeing supports- improvement in positive and healthy language - improvement in positive and healthy behaviour  |
| **Success Indicators** | - upward trend in student responses to weekly wellbeing checks.- increase in student wellbeing referrals from staff, self, peers and parents / carers.- student participation rates in The Crew events.- increased and strengthening of self and peer referrals to wellbeing - L4L Induction and launch - Teen MHFA Facilitator Training, March 25th - 28th.- pre and post- MHFA survey data- staff completion youth MHFA Training (eight staff).- all Year 8 10 students will completionTeen MHFA Training- Mental Health Promotion and Major Celebration Events- Wellbeing weeks (R U OK Week, NRW)- families participation in community Youth MHFA Training Opportunities- review data  |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Live 4 Life- develop and sign MOU with Hepburn Shire and with CHRH- sign parnership agreement with Live4Life | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Live 4 Life- establish crew | 🗹 Wellbeing team  | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Live 4 Life- Crew to complete induction program | 🗹 Wellbeing team  | 🞎 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Live 4 Life- FRAB to complete Teen MHFA Facilitator Training | 🗹 Leading teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Live 4 Life- Third batch of staff to complete Youth MHFA training (8 in total) | 🗹 Leading teacher(s)🗹 Teacher(s) | 🗹 PLP Priority | from:Term 1to:Term 1 | $0.00 |
| Live 4 Life- Melbourne Uni survey (pre-testing) | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 1to:Term 2 | $0.00 |
| Live 4 Life- Formal launch of the initiative | 🗹 Assistant principal🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Live 4 Life- Yr 8 and 10s to complete Teen MHFA training (170 students) | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 2to:Term 2 | $0.00 |
| Live 4 Life- The Crew to plan and run activities during R U OK? week | 🗹 Wellbeing team  | 🞎 PLP Priority | from:Term 3to:Term 3 | $0.00 |
| Live 4 Life- Run Youth MHFA trainging for parents / carers | 🗹 Leading teacher(s) | 🞎 PLP Priority | from:Term 3to:Term 4 | $0.00 |
| Live 4 Life- Recruit new Crew members for 2025 | 🗹 Leading teacher(s)🗹 Wellbeing team  | 🞎 PLP Priority | from:Term 4to:Term 4 | $0.00 |

**Funding planner**

Summary of budget and allocated funding

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| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $118,214.88 | $118,214.88 | $0.00 |
| Disability Inclusion Tier 2 Funding | $162,537.59 | $142,383.00 | $20,154.59 |
| Schools Mental Health Fund and Menu | $59,327.94 | $59,327.94 | $0.00 |
| **Total** | $340,080.41 | $319,925.82 | $20,154.59 |

Activities and milestones – Total Budget

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| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Activities and milestones - Equity Funding

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

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

Additional funding planner – Total Budget

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| --- | --- |
| **Activities and milestones** | **Budget** |
| Head of Wellbeing | $50,776.00 |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | $13,402.00 |
| Youth worker | $16,342.00 |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | $13,402.00 |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | $15,000.00 |
| Admin | $9,292.88 |
| Inclusion Coordinator (JUDK) | $54,460.00 |
| In class support (DUNT) | $56,779.00 |
| LT Interventions & Supports (BEDA) | $6,769.00 |
| AP T&L (TREA) | $17,756.00 |
| DIPs budget | $6,619.00 |
| Art therapy (FRAB) | $25,383.00 |
| Live 4 Life MHFA training budget | $24,691.00 |
| Live 4 Life Crew budget | $9,253.94 |
| **Totals** | $319,925.82 |

Additional funding planner – Equity Funding

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| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing | from:Term 1to:Term 4 | $50,776.00 | 🗹 School-based staffing |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | from:Term 1to:Term 4 | $13,402.00 | 🗹 School-based staffing |
| Youth worker | from:Term 1to:Term 4 | $16,342.00 | 🗹 School-based staffing |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 | $13,402.00 | 🗹 School-based staffing |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 | $15,000.00 | 🗹 Teaching and learning programs and resources |
| Admin | from:Term 1to:Term 4 | $9,292.88 | 🗹 School-based staffing |
| Inclusion Coordinator (JUDK) | from:Term 1to:Term 4 |   |  |
| In class support (DUNT) | from:Term 1to:Term 4 |   |  |
| LT Interventions & Supports (BEDA) | from:Term 1to:Term 4 |   |  |
| AP T&L (TREA) | from:Term 1to:Term 4 |   |  |
| DIPs budget | from:Term 1to:Term 4 |   |  |
| Art therapy (FRAB) | from:Term 1to:Term 4 |   |  |
| Live 4 Life MHFA training budget | from:Term 1to:Term 4 |   |  |
| Live 4 Life Crew budget | from:Term 1to:Term 4 |   |  |
| **Totals** |  | $118,214.88 |  |

Additional funding planner – Disability Inclusion Funding

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing | from:Term 1to:Term 4 |   |  |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | from:Term 1to:Term 4 |   |  |
| Youth worker | from:Term 1to:Term 4 |   |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 |   |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 |   |  |
| Admin | from:Term 1to:Term 4 |   |  |
| Inclusion Coordinator (JUDK) | from:Term 1to:Term 4 | $54,460.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| In class support (DUNT) | from:Term 1to:Term 4 | $56,779.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| LT Interventions & Supports (BEDA) | from:Term 1to:Term 4 | $6,769.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| AP T&L (TREA) | from:Term 1to:Term 4 | $17,756.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| DIPs budget | from:Term 1to:Term 4 | $6,619.00 | 🗹 Equipment, adaptive technology, devices, or materials to support learning |
| Art therapy (FRAB) | from:Term 1to:Term 4 |   |  |
| Live 4 Life MHFA training budget | from:Term 1to:Term 4 |   |  |
| Live 4 Life Crew budget | from:Term 1to:Term 4 |   |  |
| **Totals** |  | $142,383.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

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| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing | from:Term 1to:Term 4 |   |  |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | from:Term 1to:Term 4 |   |  |
| Youth worker | from:Term 1to:Term 4 |   |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 |   |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from:Term 1to:Term 4 |   |  |
| Admin | from:Term 1to:Term 4 |   |  |
| Inclusion Coordinator (JUDK) | from:Term 1to:Term 4 |   |  |
| In class support (DUNT) | from:Term 1to:Term 4 |   |  |
| LT Interventions & Supports (BEDA) | from:Term 1to:Term 4 |   |  |
| AP T&L (TREA) | from:Term 1to:Term 4 |   |  |
| DIPs budget | from:Term 1to:Term 4 |   |  |
| Art therapy (FRAB) | from:Term 1to:Term 4 | $25,383.00 | 🗹 Employ staff to support Tier 1 activities |
| Live 4 Life MHFA training budget | from:Term 1to:Term 4 | $24,691.00 | 🗹 Teen Mental Health First Aid Program (Mental Health First Aid Australia) |
| Live 4 Life Crew budget | from:Term 1to:Term 4 | $9,253.94 | 🗹 Teen Mental Health First Aid Program (Mental Health First Aid Australia) |
| **Totals** |  | $59,327.94 |  |

**Professional learning plan**

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| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Development of learning progressions- research best practice for introducing learning progressions and implementation | 🗹 Assistant principal🗹 KLA leader | from:Term 1to:Term 1 | 🗹 Preparation🗹 Moderated assessment of student learning🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Development of learning progressions- introduce concept to teaching staff | 🗹 Assistant principal🗹 KLA leader | from:Term 1to:Term 1 | 🗹 Preparation🗹 Moderated assessment of student learning🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Development of learning progressions- have teaching staff establish focus area within KLAs | 🗹 Assistant principal🗹 KLA leader🗹 Teacher(s) | from:Term 1to:Term 1 | 🗹 Preparation🗹 Moderated assessment of student learning🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Development of learning progressions- guide teaching staff through developing learning progressions | 🗹 Assistant principal🗹 KLA leader | from:Term 1to:Term 2 | 🗹 Preparation🗹 Moderated assessment of student learning🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Development of learning progressions- guide creation of developmental rubrics to support learning progressions | 🗹 Assistant principal🗹 KLA leader🗹 Teacher(s) | from:Term 3to:Term 4 | 🗹 Preparation🗹 Moderated assessment of student learning🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Quality Teaching framework- enhance Learning Walk process to include QT framework | 🗹 Principal | from:Term 1to:Term 1 | 🗹 Peer observation including feedback and reflection🗹 Formalised PLC/PLTs🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Quality Teaching framework- teachers complete one learning walk per term using QT framework for coding and discussion (four in total). | 🗹 Leading teacher(s) | from:Term 1to:Term 4 | 🗹 Peer observation including feedback and reflection🗹 Individualised reflection🗹 Demonstration lessons | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Quality Teaching framework- develop full implementation plan for 2025. | 🗹 Assistant principal🗹 Leading teacher(s) | from:Term 4to:Term 4 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- research best practice for introducing L2L and implementation across the Senior School | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- develop implementation plan | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- introduce concept to teaching staff | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 1 | 🗹 Preparation | 🗹 Whole school pupil free day🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- guide creation of developmental rubrics to support L2L behaviours (feedback & reflection, persistence, risk-taking in learning, collaboration, questioning) | 🗹 Assistant principal🗹 Learning specialist(s) | from:Term 1to:Term 1 | 🗹 Preparation🗹 Design of formative assessments | 🗹 Formal school meeting / internal professional learning sessions🗹 PLC/PLT meeting | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- create time in meeting schedule for embedding L2L | 🗹 Principal | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Learning to Learn (L2L) initiative- develop reporting framework for L2L with R&A Coord in conjunction with KLA Leaders | 🗹 Assessment & reporting coordinator🗹 Assistant principal🗹 Learning specialist(s)🗹 Principal | from:Term 3to:Term 4 | 🗹 Planning | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Internal staff | 🗹 On-site |
| Live 4 Life- FRAB to complete Teen MHFA Facilitator Training | 🗹 Leading teacher(s) | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Timetabled planning day | 🗹 External consultantsMHFA trainers | 🗹 Off-siteMHFA trainers |
| Live 4 Life- Third batch of staff to complete Youth MHFA training (8 in total) | 🗹 Leading teacher(s)🗹 Teacher(s) | from:Term 1to:Term 1 | 🗹 Planning | 🗹 Timetabled planning day | 🗹 Internal staff | 🗹 On-site |