**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.a 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 | 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 data  Change 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 1  to: Term 1 | $0.00 |
| Development of learning progressions - develop implementation plan | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Development of learning progressions - introduce concept to teaching staff | | 🗹 Assistant principal  🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Development of learning progressions - create time in meeting schedule for developing LPs | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: 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 1  to: Term 1 | $0.00 |
| Development of learning progressions - guide teaching staff through developing learning progressions | | 🗹 Assistant principal  🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: 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 3  to: 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 3  to: Term 4 | $0.00 |
| KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | 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 planning  Change 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 1  to: Term 1 | $2,500.00 |
| Quality Teaching framework - Develop implementation plan | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Quality Teaching framework - enhance Learning Walk process to include QT framework | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: 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 1  to: 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 1  to: 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 1  to: Term 2 | $0.00 |
| Quality Teaching framework - develop full implementation plan for 2025. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🗹 PLP Priority | from: Term 4  to: 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 1  to: Term 1 | $0.00 |
| Learning to Learn (L2L) initiative - develop implementation plan | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Learning to Learn (L2L) initiative - introduce concept to teaching staff | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: 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 1  to: Term 1 | $0.00 |
| Learning to Learn (L2L) initiative - create time in meeting schedule for embedding L2L | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: 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 3  to: 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.a 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 | 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 choices  Change 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 rates  Student 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 1  to: Term 1 | $0.00 |
| SWPBs - Consult with staff on behaviour expectations | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| SWPBs - Create new SWPBs behaviour matrix / charter incl visuals for classroom | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| SWPBs - Research best practice including school visits | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| SWPBs - Launch with staff and provide PD on expectations. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  to: 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 1  to: Term 2 | $0.00 |
| SWPBs - Revamp merit system - Revamp XUNO notifications to parents re merits | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| SWPBs - Build assemblies into real celebrations which are student led. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Student voice - Redesign student leadership structure including mentor group reps and SRC | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: 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 1  to: Term 4 | $0.00 |
| Student voice - Regular classroom feedback survey from students - Data analysed to determine trends | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Student voice - Circle time run with each Yr 7 homegroup twice per term | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: 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 1  to: Term 4 | $0.00 |
| KIS 3.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | 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 behaviour  Change 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 1  to: Term 1 | $0.00 |
| Live 4 Life - establish crew | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Live 4 Life - Crew to complete induction program | | 🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Live 4 Life - FRAB to complete Teen MHFA Facilitator Training | | 🗹 Leading teacher(s) | 🗹 PLP Priority | from: Term 1  to: 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 1  to: Term 1 | $0.00 |
| Live 4 Life - Melbourne Uni survey (pre-testing) | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Live 4 Life - Formal launch of the initiative | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  to: 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 2  to: 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 3  to: Term 3 | $0.00 |
| Live 4 Life - Run Youth MHFA trainging for parents / carers | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| Live 4 Life - Recruit new Crew members for 2025 | | 🗹 Leading teacher(s)  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 4  to: 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 1  to: 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 1  to: Term 4 | $13,402.00 | 🗹 School-based staffing |
| Youth worker | from: Term 1  to: Term 4 | $16,342.00 | 🗹 School-based staffing |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 | $13,402.00 | 🗹 School-based staffing |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 | $15,000.00 | 🗹 Teaching and learning programs and resources |
| Admin | from: Term 1  to: Term 4 | $9,292.88 | 🗹 School-based staffing |
| Inclusion Coordinator (JUDK) | from: Term 1  to: Term 4 |  |  |
| In class support (DUNT) | from: Term 1  to: Term 4 |  |  |
| LT Interventions & Supports (BEDA) | from: Term 1  to: Term 4 |  |  |
| AP T&L (TREA) | from: Term 1  to: Term 4 |  |  |
| DIPs budget | from: Term 1  to: Term 4 |  |  |
| Art therapy (FRAB) | from: Term 1  to: Term 4 |  |  |
| Live 4 Life MHFA training budget | from: Term 1  to: Term 4 |  |  |
| Live 4 Life Crew budget | from: Term 1  to: 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 1  to: Term 4 |  |  |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | from: Term 1  to: Term 4 |  |  |
| Youth worker | from: Term 1  to: Term 4 |  |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 |  |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 |  |  |
| Admin | from: Term 1  to: Term 4 |  |  |
| Inclusion Coordinator (JUDK) | from: Term 1  to: Term 4 | $54,460.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| In class support (DUNT) | from: Term 1  to: Term 4 | $56,779.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| LT Interventions & Supports (BEDA) | from: Term 1  to: Term 4 | $6,769.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| AP T&L (TREA) | from: Term 1  to: Term 4 | $17,756.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| DIPs budget | from: Term 1  to: Term 4 | $6,619.00 | 🗹 Equipment, adaptive technology, devices, or materials to support learning |
| Art therapy (FRAB) | from: Term 1  to: Term 4 |  |  |
| Live 4 Life MHFA training budget | from: Term 1  to: Term 4 |  |  |
| Live 4 Life Crew budget | from: Term 1  to: 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 1  to: Term 4 |  |  |
| Wellbeing support programs (DrumBeat, singletons group, boys support group, girls support group, LGBQTIA+ group, SRC) | from: Term 1  to: Term 4 |  |  |
| Youth worker | from: Term 1  to: Term 4 |  |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 |  |  |
| Intervention support programs (The Cook, The Chef & Us, and Mow2Grow) | from: Term 1  to: Term 4 |  |  |
| Admin | from: Term 1  to: Term 4 |  |  |
| Inclusion Coordinator (JUDK) | from: Term 1  to: Term 4 |  |  |
| In class support (DUNT) | from: Term 1  to: Term 4 |  |  |
| LT Interventions & Supports (BEDA) | from: Term 1  to: Term 4 |  |  |
| AP T&L (TREA) | from: Term 1  to: Term 4 |  |  |
| DIPs budget | from: Term 1  to: Term 4 |  |  |
| Art therapy (FRAB) | from: Term 1  to: Term 4 | $25,383.00 | 🗹 Employ staff to support Tier 1 activities |
| Live 4 Life MHFA training budget | from: Term 1  to: Term 4 | $24,691.00 | 🗹 Teen Mental Health First Aid Program (Mental Health First Aid Australia) |
| Live 4 Life Crew budget | from: Term 1  to: Term 4 | $9,253.94 | 🗹 Teen Mental Health First Aid Program (Mental Health First Aid Australia) |
| **Totals** |  | $59,327.94 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 1  to: 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 1  to: 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 1  to: 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 1  to: 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 3  to: 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 1  to: 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 1  to: 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 4  to: 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 1  to: 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 1  to: 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 1  to: 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 1  to: 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 1  to: 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 3  to: 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 1  to: Term 1 | 🗹 Planning | 🗹 Timetabled planning day | 🗹 External consultants  MHFA trainers | 🗹 Off-site  MHFA trainers |
| Live 4 Life - Third batch of staff to complete Youth MHFA training (8 in total) | 🗹 Leading teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning | 🗹 Timetabled planning day | 🗹 Internal staff | 🗹 On-site |