

2023 Annual Implementation Plan

for improving student outcomes

Buckley Park College (7670)



BUCKLEY PARK COLLEGE

Submitted for review by Harold Cheung (School Principal) on 22 January, 2023 at 04:02 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	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	

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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	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	

Enter your reflective comments	<p>2022 has seen the college introduce a number of initiatives, especially in the Engagement and Wellbeing Space, and continue to extend our Teaching and Learning Initiatives. This is despite the challenges created with the COVID Leave Arrangements, which created significant staff challenges to maintain student learning consistency. The staff team has continued to be committed and focused. This has resulted in the provision of camps/excursions that ran till the last week of Term 4.</p> <p>With the first full school year back on site after COVID, we have seen an increase in challenging student behaviour, lack of</p>
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	<p>study routines and learning engagement which the staff have actively responded to with increasingly positive results.</p> <p>During 2022, the college introduced the beginning of the Berry Street Education Model, completed our School Review, revised our timetable for 2023 to include pastoral care time in response to the school review, continued to embed our PLC initiative, Lesson Structure and commenced work in formative assessment.</p> <p>2022 has also the further establishment of community partnerships with Victoria Police, Swinburne and STEM industry partners.</p> <p>The college is proud of our results in 2022 showing an improvement in NAPLAN, Staff Opinion and overall VCE performance.</p>
<p>Considerations for 2023</p>	<p>In 2023 with the number of new staff the focus of the AIP is embedding the initiatives introduced since 2020 and or revisiting the initiatives to maintain consistency in understanding across all of the college community.</p> <p>Due to the impact of COVID the college is committed further resources targetting Wellbeing and Engagement especially on Professional Learning for staff. Additionally we are dedicating more resources so that we can embed the consistency in the implementation of the college wellbeing and student engagement processes.</p> <p>The college will also initiate a more liberal approach in enrolment using a consistent approach and more so continue to advocate the Department as well as our local member for the modernisation of the college facilities so that we can adopt a more contemporary approach to student learning.</p> <p>With the number of College Leadership Team members on leave resulting in acting roles, efforts must be committed in building the team's strategic vision to college improvement and alignment of every member's work towards the AIP.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise and extend learning growth for every student
Target 2.1	<p>By 2026, increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of:</p> <ul style="list-style-type: none"> • Reading from 25 per cent in 2021 to 30 per cent • Writing from 8 per cent in 2021 to 14 per cent • Numeracy from 24 per cent in 2021 to 30 per cent
Target 2.2	<p>By 2026, increase the percentage of Year 9 students assessed as above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading to increase from 20 per cent in 2021 to 25 per cent • Writing to increase from 15 per cent in 2021 to 20 per cent • Numeracy to increase from 13 per cent in 2021 to 18 per cent

Target 2.3	<p>By 2026, increase the percentage of students at Years 7-10 achieving 'above' expected level against the Victorian Curriculum (from a four-year average - 2019-2022 Semester 2) in the following areas:</p> <ul style="list-style-type: none"> • Reading and Viewing - from 23 per cent to 30 per cent • Writing from 16 per cent to 20 per cent • Number & Algebra- from 20 per cent to 24 per cent • Measurement & Geometry from 17 per cent to 21 per cent
Target 2.4	<p>By 2026, improve the mean Study Score from the 2021 benchmark for the following subjects:</p> <ul style="list-style-type: none"> • English from 28 to 30 or higher • Further Mathematics from 31 to 32 or higher • Mathematical Methods from 30 to 31 or higher • Science Studies to 31 or higher • Health and PE to 31 or higher • Technologies to 30 or higher • The Arts to 30 or higher • Humanities to 32 or higher • Languages to 28 or higher
Target 2.5	<p>By 2026, VCE all study scores to increase from 29 in 2021 to 30.5</p>
Target 2.6	<p>By 2026, VCAL completion to improve from 80 per cent in 2021 to 85 per cent</p>

Target 2.7	By 2026, the percentage of Year 12 Students with positive pathways to improve from 87 per cent in 2021 to 90 per cent
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all staff to embed pedagogy and evidence-based practice
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen the capacity of staff to understand the learning needs of each student through a deep knowledge of the curriculum and a continuum of learning
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen and build teacher capacity to use data to inform 'point of need' teaching (differentiation)
Goal 3	To improve student agency in learning
Target 3.1	<p>By 2026, increase the percent positive responses score on the year 7–12 AtoSS for the following factors:</p> <ul style="list-style-type: none"> ● Student voice and agency from 20 per cent in 2021 to 35 per cent ● Self-regulation and goal setting from 54 per cent in 2021 to 65 per cent ● Differentiated learning challenge from 54 per cent in 2021 to 65 per cent ● Stimulating learning from 44 per cent in 2021 to 50 per cent ● Sense of confidence from 57 per cent in 2021 to 65 per cent

Target 3.2	<p>By 2026, increase the percentage positive endorsement in the Teaching and Learning Modules - School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice - from 71 per cent in 2021 to 80 per cent or higher • Promote student ownership of learning - from 65 per cent in 2021 to 75 per cent or higher
Target 3.3	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Effective teaching from 65 per cent in 2021 to 80 per cent • Teacher concern from 30 per cent in 2021 to 50 per cent • Student motivation and support from 56 per cent in 2021 to 65 per cent • Stimulating learning environment from 66 per cent in 2021 to 75 per cent • Student agency and voice from 66 per cent in 2021 to 75 per cent
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a consistent whole school understanding and approach to student agency in learning</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen use of feedback and reflective strategies to empower students in their learning</p>
Goal 4	<p>To strengthen social awareness and self-regulation for all students</p>

Target 4.1	<p>By 2026, Increase the percent positive responses score on the 7–12 AToSS for the following measures:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent in 2021 to 65 per cent • Motivation and interest from 51 per cent in 2021 to 65 per cent • Respect for diversity from 46 per cent in 2021 to 55 per cent • Advocate at school from 62 per cent in 2021 to 75 per cent • Teacher concern 30 per cent in 2021 to 42 per cent
Target 4.2	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Positive transitions from 73 per cent in 2021 to 85 per cent • Student connectedness from 81 per cent in 2021 to 90 per cent • Confidence and resilience skills from 71 per cent in 2021 to 80 per cent
Target 4.3	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for trust in students and parents from 60 per cent in 2021 to 75 per cent.</p>
Target 4.4	<p>By 2026, reduce the percentage of Year 7–12 students with 20 or more absent days from 23 per cent in 2021 to 20 per cent.</p>
Key Improvement Strategy 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen and strengthen strategies to support social and emotional wellbeing

Key Improvement Strategy 4.b

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school

Strengthen and embed strategies to improve student connectedness and build school pride

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Growth: Reading >26% High Growth Writing >15% High Growth Numeracy > 28% High Growth</p> <p>VCE Median Study Score >29 40+ >4.5%</p> <p>AtoSS Teacher Concern >28% Positive Managing Bullying >50% Positive Student Voice and Agency >30% Positive Stimulated Learning >25% Positive Effective Teaching Time >55% Positive</p> <p>Staff Opinion Survey Shielding and Buffering >30% Positive Teacher Collaboration >35% Positive</p> <p>Attendance Student Absence <5.5 Days Unapproved Student Absence 30+ <12%</p>
To maximise and extend learning growth for every student	No	By 2026, increase the percentage of Year 9 students in the top 2 NAPLAN bands for the domains of:	

		<ul style="list-style-type: none"> ● Reading from 25 per cent in 2021 to 30 per cent ● Writing from 8 per cent in 2021 to 14 per cent ● Numeracy from 24 per cent in 2021 to 30 per cent 	
		<p>By 2026, increase the percentage of Year 9 students assessed as above benchmark growth in NAPLAN for:</p> <ul style="list-style-type: none"> ● Reading to increase from 20 per cent in 2021 to 25 per cent ● Writing to increase from 15 per cent in 2021 to 20 per cent ● Numeracy to increase from 13 per cent in 2021 to 18 per cent 	
		<p>By 2026, increase the percentage of students at Years 7-10 achieving 'above' expected level against the Victorian Curriculum (from a four-year average - 2019-2022 Semester 2) in the following areas:</p> <ul style="list-style-type: none"> ● Reading and Viewing - from 23 per cent to 30 per cent ● Writing from 16 per cent to 20 per cent ● Number & Algebra- from 20 per cent to 24 per cent ● Measurement & Geometry from 17 per cent to 21 per cent 	
		<p>By 2026, improve the mean Study Score from the 2021 benchmark for the following subjects:</p> <ul style="list-style-type: none"> ● English from 28 to 30 or higher ● Further Mathematics from 31 to 32 or higher 	

		<ul style="list-style-type: none"> • Mathematical Methods from 30 to 31 or higher • Science Studies to 31 or higher • Health and PE to 31 or higher • Technologies to 30 or higher • The Arts to 30 or higher • Languages to 28 or higher 	
		By 2026, VCE all study scores to increase from 29 in 2021 to 30.5	
		By 2026, VCAL completion to improve from 80 per cent in 2021 to 85 per cent	
		By 2026, the percentage of Year 12 Students with positive pathways to improve from 87 per cent in 2021 to 90 per cent	
To improve student agency in learning	No	<p>By 2026, increase the percent positive responses score on the year 7–12 AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 20 per cent in 2021 to 35 per cent • Self-regulation and goal setting from 54 per cent in 2021 to 65 per cent • Differentiated learning challenge from 54 per cent in 2021 to 65 per cent • Stimulating learning from 44 per cent in 2021 to 50 per cent 	

		<ul style="list-style-type: none"> • Sense of confidence from 57 per cent in 2021 to 65 per cent 	
		<p>By 2026, increase the percentage positive endorsement in the Teaching and Learning Modules - School Staff Survey (SSS) for the following measures:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice - from 71 per cent in 2021 to 80 per cent or higher • Promote student ownership of learning - from 65 per cent in 2021 to 75 per cent or higher 	
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Effective teaching from 65 per cent in 2021 to 80 per cent • Teacher concern from 30 per cent in 2021 to 50 per cent • Student motivation and support from 56 per cent in 2021 to 65 per cent • Stimulating learning environment from 66 per cent in 2021 to 75 per cent • Student agency and voice from 66 per cent in 2021 to 75 per cent 	
To strengthen social awareness and self-regulation for all students	No	<p>By 2026, Increase the percent positive responses score on the 7–12 AToSS for the following measures:</p> <ul style="list-style-type: none"> • Sense of connectedness from 50 per cent in 2021 to 65 per cent 	

		<ul style="list-style-type: none"> • Motivation and interest from 51 per cent in 2021 to 65 per cent • Respect for diversity from 46 per cent in 2021 to 55 per cent • Advocate at school from 62 per cent in 2021 to 75 per cent • Teacher concern 30 per cent in 2021 to 42 per cent 	
		<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Positive transitions from 73 per cent in 2021 to 85 per cent • Student connectedness from 81 per cent in 2021 to 90 per cent • Confidence and resilience skills from 71 per cent in 2021 to 80 per cent 	
		<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for trust in students and parents from 60 per cent in 2021 to 75 per cent.</p>	
		<p>By 2026, reduce the percentage of Year 7–12 students with 20 or more absent days from 23 per cent in 2021 to 20 per cent.</p>	

Goal 1	<p>2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	
12 Month Target 1.1	<p>NAPLAN Growth: Reading >26% High Growth Writing >15% High Growth Numeracy > 28% High Growth</p> <p>VCE Median Study Score >29 40+ >4.5%</p> <p>AtoSS Teacher Concern >28% Positive Managing Bullying >50% Positive Student Voice and Agency >30% Positive Stimulated Learning >25% Positive Effective Teaching Time >55% Positive</p> <p>Staff Opinion Survey Shielding and Buffering >30% Positive Teacher Collaboration >35% Positive</p> <p>Attendance Student Absence <5.5 Days Unapproved Student Absence 30+ <12%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	NAPLAN Growth: Reading >26% High Growth Writing >15% High Growth Numeracy > 28% High Growth VCE Median Study Score >29 40+ >4.5% AtoSS Teacher Concern >28% Positive Managing Bullying >50% Positive Student Voice and Agency >30% Positive Stimulated Learning >25% Positive Effective Teaching Time >55% Positive Staff Opinion Survey Shielding and Buffering >30% Positive Teacher Collaboration >35% Positive Attendance Student Absence <5.5 Days Unapproved Student Absence 30+ <12%
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	To develop a shared understanding of the key data available and how to use it to differentiate student learning and build teacher capacity.

	To build a shared understanding about what differentiation is and how it applies to student learning.			
Outcomes	<p>Schoolwide and Leadership Defined understanding of differentiation strategies in Literacy and Numeracy</p> <p>Teacher Every teacher can create differentiated activities and provide input in to the curriculum</p> <p>Student Students can engage with the curriculum in class which in turn improve student performance</p>			
Success Indicators	<p>By the end of 2023, staff will access data to review their curriculum and assessments. Staff will be able to develop multiple entry and exit points in their assessments as well as deliver a curriculum that targets the diversity in student learning style/ability.</p> <p>This in turn will impact the Staff Opinion and AtoSS as well as in the longer term improve our NAPLAN and VCE results</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLC groups to rotate through working with a speciality Literacy coach focused on Reading Comprehension during an inquiry cycle	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Introduce and embed the Gradual Release of responsibility model and incorporate this into the structured learning activities of the lesson structure to increase collaboration in classes</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$15,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Introduce professional learning to support the introduction and embedding of Formative Assessment as part of the PLC process</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Reviewing the GVC and introducing differentiated planning and Instruction</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning and establish a common understanding of how to differentiate and the impact this has on student learning.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review the intervention and extension approaches to Literacy and Numeracy.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PLC groups to demonstrate their use of and response to Formative Assessment data.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and deliver a pastoral care program aimed at improving wellbeing supports for all students across the college Embed strategies from the Berry Street Education Model into everyday practice at Buckley Park College			
Outcomes	<p>Schoolwide and Leadership Develop an Incident Response Framework to support Middle Leaders/Staff in response to issues</p> <p>Teacher Teachers will be able to recognise and respond when wellbeing issues arise and use wellbeing processes to support students</p> <p>Student 1. Improvement in attendance and AtoSS 2. Students will be able to support their peers and know how to access wellbeing supports at the college</p>			
Success Indicators	Success will be seen through a consistent approach to working with students and effectively responding to students who are exhibiting anxiety/distress.			

Also staff will be more skilled at engaging students in the classroom so that they're ready to learn and know where to access support when needed.

This in turn will improve our AtoSS and Staff Opinion Survey.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of an incident response framework to support middle leaders/staff to respond to issues with a particular focus on wellbeing. Use of the NIP process from Safe Minds.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional learning time for both the Berry Street education model and subsequent implementation and monitoring of the model into the everyday school program (both in the pastoral care program and subject time)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,225.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Development and delivery of a pastoral care program two times per week for 20 minutes. Collection of data on key outcomes to be gathered and assessed for program validity and adjustments made for Semester 2.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Proactive programs/professional learning for staff led by the Mental Health Practitioner to compliment Berry Street Model implementation and Pastoral Care implementation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop formal process around regular monitoring and home contact in regards to attendance tracking and interventions	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create, monitor and update 'At Risk' student list to be tabled each YLC meeting and SEWL meeting to develop intervention strategies within team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Development of an incident response framework to support middle leaders/staff to respond to issues with a particular focus on wellbeing. Use of the NIP process from Safe Minds.	\$5,000.00
Provide professional learning time for both the Berry Street education model and subsequent implementation and monitoring of the model into the everyday school program (both in the pastoral care program and subject time)	\$16,225.00
Totals	\$21,225.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Development of an incident response framework to support middle leaders/staff to respond to issues with a particular focus on wellbeing. Use of the NIP process from Safe Minds.	from: Term 2 to: Term 3		
Provide professional learning time for both the Berry Street education model and subsequent implementation and monitoring of the model into the everyday school program (both in the pastoral care program and subject time)	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLC groups to rotate through working with a speciality Literacy coach focused on Reading Comprehension during an inquiry cycle	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Provide professional learning time for both the Berry Street education model and subsequent implementation and monitoring of the model into the everyday school program (both in the pastoral care program and subject time)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site