

2022 Annual Implementation Plan

for improving student outcomes

Apollo Bay P-12 College (6203)



Submitted for review by Tiffany Holt (School Principal) on 02 February, 2022 at 02:08 PM
Endorsed by Brendan Bush (Senior Education Improvement Leader) on 24 February, 2022 at 07:38 AM
Endorsed by Tamara Gorrie (School Council President) on 10 March, 2022 at 10:45 AM

Self-evaluation Summary - 2022

Apollo Bay P-12 College (6203)

	FISO 2.0 Dimensions	Self-evaluation Level	Evidence and Analysis
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding	
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	
	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	The College developed its new strategic plan in Term 2 of 2021 and then was impacted again by remote learning and lockdowns. The College is excited by the opportunity to work on our new KIS.
Considerations for 2022	The College has experienced a number of staffing changes this year, noting that this includes two new members in the leadership Team, i.e. Head of Junior School and Head of Senior School. Furthermore, the College will also be undergoing a change in Principal as of Term 2, effectively meaning a possible complete new leadership team who will be required to lead implementation of the new strategic plan. This AIP has been created with involvement of the new leadership team members alongside 2 acting learning specialist and PLC leaders.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Maximise the learning growth for all students</p>
Target 2.1	<p>By 2024 80% of students who achieved in the top two bands of NAPLAN remain in the top 2 bands over the life of the strategic plan:</p> <ul style="list-style-type: none"> - Reading from 2021- Year 3 82%, Year 5 52%, Year 7 55% , Year 9 32% - Writing from 2021- Year 3 59%, Year 5 23%, Year 7 38%, Year 9 11% - Numeracy from 2021- Year 3 32%, Year 5 24%, Year 7 41%, Year 9 15%
Target 2.2	<p>By 2024 no greater than 20% discrepancy in Naplan Top Two Bands Comparison to Victorian Curriculum Teacher Judgements at Year 3, 5, 7 and 9 in Reading, Writing and Numeracy.</p> <p>Benchmarks for NAPLAN Comparison to Teacher Judgements</p>

Target 2.3	By 2024 the VCE mean study score will increase from 29.48 in 2020 to 31.5 or above.
Target 2.4	By 2024, on the School Staff Survey: <ul style="list-style-type: none"> • The overall School leadership module to increase to 75% positive endorsement (55% in 2019), with no individual category within the module to be below 65% positive endorsement. • Use pedagogical model to improve to 75% positive endorsement (38% in 2019) and understand how to analyse data to improve to 60% (33% in 2019)
Key Improvement Strategy 2.a Building practice excellence	Develop and implement an agreed instructional model
Key Improvement Strategy 2.b Evaluating impact on learning	Build school capabilities to analyse and utilise student data
Key Improvement Strategy 2.c Curriculum planning and assessment	Review and enhance an engaging curriculum in a continuum of learning
Goal 3	All students are actively and positively engaged in their own learning growth
Target 3.1	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase for: <ul style="list-style-type: none"> • Student voice and agency from 59% in 2019 to 70% • Self-regulation and goal setting from 64% to 75%
Target 3.2	By 2024 the Professional learning module of the School Staff Survey to increase to 70% positive endorsement from 53% in 2019

Key Improvement Strategy 3.a Empowering students and building school pride	Build student ownership for their own learning
Key Improvement Strategy 3.b Building practice excellence	Build school capabilities to deliver an engaging and differentiated curriculum
Goal 4	Continue to enhance all students as happy, healthy and resilient
Target 4.1	By 2024 the percentage of positive responses in the Attitudes to School Survey for Years 4-12 to increase for: <ul style="list-style-type: none"> • School connectedness (sense of belonging) from 65% in 2019 to 75% • Resilience from 69% in 2019 to 75%
Target 4.2	By 2024 the percentage of positive responses in the School Staff Survey to increase for the School climate module from 70% in 2019 to 75% and for teacher collaboration from 51% in 2019 to 65%
Target 4.3	By 2024 the percentage of positive responses in the Parent Opinion Survey to increase for managing bullying from 81% in 2019 to 85% and for teacher communication from 74% in 2019 to 85%
Key Improvement Strategy 4.a Health and wellbeing	Introduce and embed a structured wellbeing program
Key Improvement Strategy 4.b Networks with schools, services and agencies	Continue to develop diverse curriculum and pathways offerings
Key Improvement Strategy 4.c Building communities	Further enhance extra-curricular and community initiatives

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>As per below</p>
<p>Maximise the learning growth for all students</p>	Yes	<p>By 2024 80% of students who achieved in the top two bands of NAPLAN remain in the top 2 bands over the life of the strategic plan: - Reading from 2021- Year 3 82%, Year 5 52%, Year 7 55% , Year 9 32% - Writing from 2021- Year 3 59%, Year 5 23%, Year 7 38%, Year 9 11%</p>	<p>By 2022 65% of students who achieved in the top two bands of NAPLAN remain in the top 2 bands over the life of the strategic plan: - Reading from 2021- Year 3 82%, Year 5 52%, Year 7 55% , Year 9 32% - Writing from 2021- Year 3 59%, Year 5 23%, Year 7 38%, Year 9 11%</p>

		- Numeracy from 2021- Year 3 32%, Year 5 24%, Year 7 41%, Year 9 15%	- Numeracy from 2021- Year 3 32%, Year 5 24%, Year 7 41%, Year 9 15%
		By 2024 no greater than 20% discrepancy in Naplan Top Two Bands Comparison to Victorian Curriculum Teacher Judgements at Year 3, 5, 7 and 9 in Reading, Writing and Numeracy. Benchmarks for NAPLAN Comparison to Teacher Judgements	By 2022 no greater than 30% discrepancy in Naplan Top Two Bands Comparison to Victorian Curriculum Teacher Judgements at Year 3, 5, 7 and 9 in Reading, Writing and Numeracy.
		By 2024 the VCE mean study score will increase from 29.48 in 2020 to 31.5 or above.	By 2022 the VCE mean study score will increase from 29.48 in 2020 to above 30.5
		By 2024, on the School Staff Survey: <ul style="list-style-type: none"> • The overall School leadership module to increase to 75% positive endorsement (55% in 2019), with no individual category within the module to be below 65% positive endorsement. • Use pedagogical model to improve to 75% positive endorsement (38% in 2019) and understand how to analyse data to improve to 60% (33% in 2019) 	By 2022, on the School Staff Survey: <ul style="list-style-type: none"> • The overall School leadership module to increase to 65% positive endorsement (55% in 2019), with no individual category within the module to be below 65% positive endorsement. • Use pedagogical model to improve to 50% positive endorsement (38% in 2019) and understand how to analyse data to improve to 60% (33% in 2019)
All students are actively and positively engaged in their own learning growth	No	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase for: <ul style="list-style-type: none"> • Student voice and agency from 59% in 2019 to 70% • Self-regulation and goal setting from 64% to 75% 	

		By 2024 the Professional learning module of the School Staff Survey to increase to 70% positive endorsement from 53% in 2019	
Continue to enhance all students as happy, healthy and resilient	No	By 2024 the percentage of positive responses in the Attitudes to School Survey for Years 4-12 to increase for: <ul style="list-style-type: none"> • School connectedness (sense of belonging) from 65% in 2019 to 75% • Resilience from 69% in 2019 to 75% 	
		By 2024 the percentage of positive responses in the School Staff Survey to increase for the School climate module from 70% in 2019 to 75% and for teacher collaboration from 51% in 2019 to 65%	
		By 2024 the percentage of positive responses in the Parent Opinion Survey to increase for managing bullying from 81% in 2019 to 85% and for teacher communication from 74% in 2019 to 85%	

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	As per below	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 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 2022.	
Goal 2	Maximise the learning growth for all students	
12 Month Target 2.1	<p>By 2022 65% of students who achieved in the top two bands of NAPLAN remain in the top 2 bands over the life of the strategic plan:</p> <ul style="list-style-type: none"> - Reading from 2021- Year 3 82%, Year 5 52%, Year 7 55% , Year 9 32% - Writing from 2021- Year 3 59%, Year 5 23%, Year 7 38%, Year 9 11% - Numeracy from 2021- Year 3 32%, Year 5 24%, Year 7 41%, Year 9 15% 	
12 Month Target 2.2	By 2022 no greater than 30% discrepancy in Naplan Top Two Bands Comparison to Victorian Curriculum Teacher Judgements at Year 3, 5, 7 and 9 in Reading, Writing and Numeracy.	
12 Month Target 2.3	By 2022 the VCE mean study score will increase from 29.48 in 2020 to above 30.5	
12 Month Target 2.4	<p>By 2022, on the School Staff Survey:</p> <p>The overall School leadership module to increase to 65% positive endorsement (55% in 2019), with no individual category within the module to be below 65% positive endorsement.</p> <p>Use pedagogical model to improve to 50% positive endorsement (38% in 2019) and understand how to analyse data to improve to 60% (33% in 2019)</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and implement an agreed instructional model	Yes
KIS 2 Evaluating impact on learning	Build school capabilities to analyse and utilise student data	Yes
KIS 3 Curriculum planning and assessment	Review and enhance an engaging curriculum in a continuum of learning	No
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 planning the introduction of an agreed Instructional Model that addresses our pedagogical approaches across Prep to Year 12, however, 2 years of disruptions from COVID 19 have meant we were not ready to implement in 2022. We now need 2022 to finalize the program for full introduction in 2023. As part of this model, teachers need to build their capacity to analyse student data and the College has been seeking the best approach for the collation all data sets available for ease of analysis.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	As per below
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Implementation of DET Initiatives- MYLANS Improvement Teachers, BASTOW Leading Numeracy, Learning Specialists, PLCs, High Ability Practice Leaders, Tutors, The College has employed a new ES Teacher Support to work across the secondary school to mentor and engage with some 'disengaged' students post remote learning.
Outcomes	The school expects to see the following Outcomes Leaders will use multiple sources of evidence to track student progress and to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills. Teachers will understand the structure of the instructional model and pedagogical approaches for each Learning Area, and will begin to participate in peer observations with modelling and coaching; Teachers will apply the pedagogical model regularly to plan and deliver and evaluate lessons Students will be able to articulate the 'usual' structure of lessons. Students are re-engaged in the journey of learning and motivated to be back at school.
Success Indicators	New instructional model will be established and embedded. Positive feedback from staff and student both anecdotally and via opinion surveys.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Provide an additional staff member to all Numeracy & Literacy classes across P-10.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Leading Mathematics via Bastow and QTR (Quality Teaching Rounds) DT/Newcastle University	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
All P12 Staff to undergo Sounds Write Training	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,500.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Internally appoint a Disability inclusion team, including employment of a new ES Student and Teacher Support in the Secondary School and work with the leadership team to formulate and clarify role descriptions. Arrange for all teaching and educational support staff to attend and access IEP training via edupay Facilitate a staff member to attend Inclusive Classrooms Training and to then train all members of staff over the course of the school year. Establish practices and processes for all teachers to clearly identify all students requiring supplementary, substantial or extensive adjustments in their classrooms <p>Increase MHP from 3 days to 4 days within our school.</p>			
Outcomes	<ul style="list-style-type: none"> All teachers have been trained and are developing high quality IEP's for all students requiring reasonable adjustments Data on reasonable adjustments across the school is accessible and being used to inform whole school practice and professional development decision making 			
Success Indicators	* All staff will report feeling confident in identifying Tier 2 students and also developing quality IPE's.			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Internally appoint a Disability inclusion team, including employment of a new ES Student and Teacher Support in the Secondary School and work with the leadership team to formulate and clarify role descriptions. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$70,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
<ul style="list-style-type: none"> Arrange for all teaching and educational support staff to attend and access IEP training via edupay 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Facilitate a staff member to attend Inclusive Classrooms Training and to then train all members of staff over the course of the school year. 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$2,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input checked="" 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
<ul style="list-style-type: none"> Establish practices and processes for all teachers to clearly identify all students requiring supplementary, substantial or extensive adjustments in their classrooms 	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Increase MHP from 3 days to 4 days within our school.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$21,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement Grow Your Mind Program in the Junior School P-8	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
Goal 2	Maximise the learning growth for all students			
12 Month Target 2.1	By 2022 65% of students who achieved in the top two bands of NAPLAN remain in the top 2 bands over the life of the strategic plan: - Reading from 2021- Year 3 82%, Year 5 52%, Year 7 55% , Year 9 32% - Writing from 2021- Year 3 59%, Year 5 23%, Year 7 38%, Year 9 11% - Numeracy from 2021- Year 3 32%, Year 5 24%, Year 7 41%, Year 9 15%			
12 Month Target 2.2	By 2022 no greater than 30% discrepancy in Naplan Top Two Bands Comparision to Victorian Curriculum Teacher Judgements at Year 3, 5, 7 and 9 in Reading, Writing and Numeracy.			
12 Month Target 2.3	By 2022 the VCE mean study score will increase from 29.48 in 2020 to above 30.5			
12 Month Target 2.4	By 2022, on the School Staff Survey:			

	The overall School leadership module to increase to 65% positive endorsement (55% in 2019), with no individual category within the module to be below 65% positive endorsement. Use pedagogical model to improve to 50% positive endorsement (38% in 2019) and understand how to analyse data to improve to 60% (33% in 2019)			
KIS 1 Building practice excellence	Develop and implement an agreed instructional model			
Actions	<ul style="list-style-type: none"> - Action research on models already developed - Develop 1/2 models to present to all staff - Consultation with all staff on proposed models - Trial the new agreed model - Adapt as required 			
Outcomes	- All staff understand the need, expectation and importance of the instructional model and are actively trialing this in their classrooms for full implementation in 2023.			
Success Indicators	Instructional Model is completed and consistent implementation across all classrooms is evident.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
- Action research on models already developed	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<ul style="list-style-type: none"> - Develop 1/2 models to present to all staff - Consultation with all staff on proposed models 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$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
<ul style="list-style-type: none"> - Trial the new agreed model - Adapt as required 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) 	<input type="checkbox"/> PLP Priority	from: Term 3 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 Evaluating impact on learning	Build school capabilities to analyse and utilise student data			
Actions	- Introduce EDAPT to all staff as a tool for consistent data collection and analysis			
Outcomes	- All staff will be competent users of EDAPT and are able to use this tool to inform their teaching practices.			

Success Indicators	<ul style="list-style-type: none"> - All PLC's are regularly using EDAPT during planning time - Improved feedback via staff opinion survey that staff with regards to staff more comfortable in understanding and using data. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement the use of 'Edapt' Data Analysis Software	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <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
Implement the use of Education Perfect in the Senior School English and Essential Assessments in the Junior School	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$13,364.20	\$13,500.00	-\$135.80
Disability Inclusion Tier 2 Funding	\$92,667.15	\$155,000.00	-\$62,332.85
Schools Mental Health Fund and Menu	\$21,000.00	\$21,000.00	\$0.00
Total	\$127,031.35	\$189,500.00	-\$62,468.65

Activities and Milestones – Total Budget

Activities and Milestones	Budget
- Provide an additional staff member to all Numeracy & Literacy classes across P-10.	\$75,000.00
Leading Mathematics via Bastow and QTR (Quality Teaching Rounds) DT/Newcastle University	\$8,000.00
All P12 Staff to undergo Sounds Write Training	\$4,500.00
• Internally appoint a Disability inclusion team, including employment of a new ES Student and Teacher Support in the Secondary School and work with the leadership team to formulate and clarify role descriptions.	\$70,000.00
• Facilitate a staff member to attend Inclusive Classrooms Training and to then train all members of staff over the course of the school year.	\$2,000.00
Increase MHP from 3 days to 4 days within our school.	\$21,000.00
Implement the use of 'Edapt' Data Analysis Software	\$4,000.00

Implement the use of Education Perfect in the Senior School English and Essential Assessments in the Junior School	\$5,000.00
Totals	\$189,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
All P12 Staff to undergo Sounds Write Training	from: Term 1 to: Term 2	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement the use of 'Edapt' Data Analysis Software	from: Term 1 to: Term 2	\$4,000.00	
Implement the use of Education Perfect in the Senior School English and Essential Assessments in the Junior School	from: Term 1 to: Term 4	\$5,000.00	
Totals		\$13,500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
- Provide an additional staff member to all Numeracy & Literacy classes across P-10.	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Leading Mathematics via Bastow and QTR (Quality Teaching Rounds) DT/Newcastle University	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Middle school leaders • Teachers
<ul style="list-style-type: none"> • Internally appoint a Disability inclusion team, including employment of a new ES Student and Teacher Support in the Secondary School and work with the leadership team to formulate and clarify role descriptions. 	from: Term 1 to: Term 3	\$70,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion Leader <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Facilitate a staff member to attend Inclusive Classrooms Training and to then train all members of staff over the course of the school year. 	from: Term 2 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$155,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Increase MHP from 3 days to 4 days within our school.	from: Term 1 to: Term 1	\$21,000.00	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
Totals		\$21,000.00	

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
Leading Mathematics via Bastow and QTR (Quality Teaching Rounds) DT/Newcastle University	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
All P12 Staff to undergo Sounds Write Training	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Sounds Write	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Arrange for all teaching and educational support staff to attend and access IEP training via edupay 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources Edupay LearnED	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Facilitate a staff member to attend Inclusive Classrooms Training and to then train all members of staff over the course of the school year. 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Disability Inclusion Training	<input checked="" type="checkbox"/> On-site

Implement Grow Your Mind Program in the Junior School P-8	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants growyourmind.life	<input checked="" type="checkbox"/> On-site
Implement the use of 'Edapt' Data Analysis Software	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site