

2022 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)



Submitted for review by Peter Ellis (School Principal) on 08 February, 2022 at 04:07 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 09 February, 2022 at 02:51 PM

Endorsed by Claire O'Sullivan (School Council President) on 17 February, 2022 at 02:48 PM

Self-evaluation Summary - 2022

	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 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 resources available are still very new. FISO 1.0 was used more as a guide when developing the AIP for 2022 as this was more fitting in with the timeline of the school strategic plan review.
Considerations for 2022	A community that has spent a large proportion of the past two years in lockdown. TC will be undertaking its strategic review process throughout term 1 of 2022.

	TC will see a large intake of students new to the school at the equivalent of years 8-12 due to in area students moving schools.
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	Support for the 2022 Priorities
Key Improvement Strategy 1.a 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
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To Increase opportunities for collaborative learning
Target 2.1	<p>Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year.</p> <p>Ensure all student programs include at least one assessable collaborative learning strategy.</p>
Key Improvement Strategy 2.a Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.
Key Improvement Strategy 2.b Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies
Goal 3	Support students for their next stages of learning.
Target 3.1	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN
Key Improvement Strategy 3.a Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".
Key Improvement Strategy 3.b Networks with schools, services and agencies	Expand the range of tertiary partnerships;
Key Improvement Strategy 3.c Empowering students and building school pride	Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding;
Key Improvement Strategy 3.d	Enhance teacher collaboration in examining student work to identify the next stage of learning.

Building practice excellence	
Key Improvement Strategy 3.e Vision, values and culture	Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties
Goal 4	Increase the opportunities for connectedness at a range of levels within the school and wider community.
Target 4.1	<p>Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score.</p> <p>Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean</p> <p>Increase the ATSS variable measure for Student Motivation to at or above the region mean</p> <p>Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.</p>
Key Improvement Strategy 4.a Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.
Key Improvement Strategy 4.b Vision, values and culture	Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated
Key Improvement Strategy 4.c Vision, values and culture	Review and redesign of the school induction program
Key Improvement Strategy 4.d Evidence-based high-impact teaching strategies	Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.

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</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>	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>To see an increase in the student attitude to school data in the area of Connectedness to school from 2021 values. Currently at 60% positive. For an increase in student growth at NAPLAN from 2021 levels in the area of NAPLAN. Currently at 27(L): 49 (M): 24 (H)</p>
To Increase opportunities for collaborative learning	No	<p>Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year.</p> <p>Ensure all student programs include at least one assessable collaborative learning strategy.</p>	

<p>Support students for their next stages of learning.</p>	<p>No</p>	<p>All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs.</p> <p>Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline);</p> <p>Increase the average VCE study score from 26 to 28;</p> <p>Increase the relative growth at NAPLAN</p>	
<p>Increase the opportunities for connectedness at a range of levels within the school and wider community.</p>	<p>No</p>	<p>Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score.</p> <p>Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean</p> <p>Increase the ATSS variable measure for Student Motivation to at or above the region mean</p> <p>Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.</p>	

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and</p>
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	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	To see an increase in the student attitude to school data in the area of Connectedness to school from 2021 values. Currently at 60% positive. For an increase in student growth at NAPLAN from 2021 levels in the area of NAPLAN. Currently at 27(L): 49 (M): 24 (H)	
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.	

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	To see an increase in the student attitude to school data in the area of Connectedness to school from 2021 values. Currently at 60% positive. For an increase in student growth at NAPLAN from 2021 levels in the area of NAPLAN. Currently at 27(L): 49 (M): 24 (H)
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	Increased implementation of the school instructional model to support students to re-engage or thrive through teaching at point of need. Continued whole school focus on monitoring student growth in all learning areas Introduction of the Community Integrated Learning weeks to support cross-curricular links across all areas of the school Establish/embed/maintain previously introduced structures to support evidence based approach to learning and teaching practice focusing on students learning at point of need. This will include MYLNS in literacy and numeracy, spelling mastery program, TLI program, PLCs, VHAP and Maths Pathway.
Outcomes	Leaders will: Ensure that the MYLNS team have regular meetings to discuss and support each other in their work. Reorganise the Hub to provide for Grad Tutors to work effectively in the space. Create a Professional learning plan for the year which links the school priorities including the PLC process. Encourage staff to undertake professional learning to support point of need teaching Develop a 5 year plan process for staff to map out their career trajectory and goals Teachers and staff will: Have access to information regarding students learning needs in the ILP platform. Implement strategies in response to students learning needs and learning level. Create learning opportunities based on the whole school curriculum events Teachers will consistently implement the agreed assessment schedule

	<p>Teachers will confidently and accurately identify student learning needs of all of their students Provide opportunities for all students to work at their point of need Work with a Professional Learning Community to develop accurate assessment tools Education Support staff provide high quality support to teachers and students in the classroom</p> <p>Students will: Have access to graduate tutors to support their VCE and VCAL studies Be aware of their capabilities in each subject and how to develop them further Have access to a range of intervention strategies if they require additional support Students in need of targeted academic support or intervention will be identified and supported. This may take the form of MYLNS, VHAP or the Spelling Mastery program Students will know how lessons are structured and how this supports their learning</p>
<p>Success Indicators</p>	<p>Success for leaders will be: Early Success Indicators Employment of 2 full time tutors to work with our graduate students in the first 6 months of 2022 Employment of 0.8 tutor for 12 months to work with our FLE students identified as needing additional support Continuation of the MYLNS program for identified students in literacy and numeracy Late success Indicators Staff opinion survey data Pivot Data as teachers success School wide student achievement Data</p> <p>Success for teachers will be: Early Success Indicators Continuation of the Spelling Mastery before school program to support students with low literacy capability Continuation and relaunch of PLCs to support staff to develop robust assessment tools to identify student's point of need Classroom observations and learning walks demonstrating use of strategies from professional learning Professional Learning for all staff on learning and wellbeing. Late Success Indicators Staff Opinion Survey results - Teacher collaboration to increase from 65% positive. Collective focus on student learning to improve from 75% positive. Pivot Data - average score of 4.0 across all classes that complete the survey Professional Learning for all staff on learning and wellbeing.</p> <p>Success for students will be:</p>

	<p>Early Success Indicators Tutor Goals being set and met Student feedback on differentiation, the instructional model, and use of common strategies when collected as part of the strategic planning review process Semester 2 teacher judgements Post-test results from assessments from sources such as PAT Student participation in intervention groups/strategies (VHAP, Spelling Mastery, MYLNS, TLI) Continuation of the VHAP for our highly able students to ensure they are extended and have opportunities to work with other similarly gifted students Late Success Indicators Maths Pathways growth data to be improved over 2022 NAPLAN growth in Numeracy to be above state benchmarks ATOSS - Connectedness Data improved at all levels of the school.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
TLI tutors appointed	<input checked="" type="checkbox"/> Assistant Principal <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
TLI students identified	<input checked="" type="checkbox"/> Assistant Principal <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
First PLC session run	<input checked="" type="checkbox"/> Leadership Team	<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
First cycle of inquiry completed as part of the PLC process	<input checked="" type="checkbox"/> All Staff	<input checked="" 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
Full staff professional development on interpreting PAT data	<input checked="" type="checkbox"/> Leading Teacher(s)	<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
5 year plans for all staff completed	<input checked="" type="checkbox"/> Leadership Team	<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
Pivot survey completed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			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
First round of students participating in the VHAP	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
First community integrated learning week completed	<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
Second community integrated learning week completed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<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
Third community integrated learning week completed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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

Fourth community integrated learning week completed	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 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
Point of need learning professional learning delivered to CLG	<input checked="" type="checkbox"/> Leadership Team	<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
EMS assessment used in classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Spelling mastery program to have run.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Spelling mastery program to run as an additional session before school time for students to access.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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
Employment of senior students to act as Tutors within learning spaces to support students	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue to build relationships and engage with families of at-risk students, whilst also engaging with all families to prevent students from becoming at-risk Whole school attendance strategy for chronic absenteeism continued to be reviewed and evolve Support students to re-engage or thrive following on from remote learning through teaching at point of need in line with the school instructional model Continued whole school focus on monitoring student growth in all learning and wellbeing areas Focus on community integrated learning in order to build a sense of belonging and connection between all students within the school			
Outcomes	Staff Teachers will incorporate wellbeing informed practices in classes and in planning units of work Teachers will implement and model consistent routines, including in line with the school instructional model Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs			

	<p>Teachers will implement a range of interventions in their classroom to support student wellbeing Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers</p> <p>Students and Families Students will feel supported and engaged in mentor groups and contribute to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success Students and families will be connected to allied health and mental health services Families of at-risk students will receive regular communication and support from the school</p> <p>Staff and students will see an increased visibility of the careers/pathways structures in place at the school</p>
<p>Success Indicators</p>	<p>Early indicators Learning walk observations as part of the PLC process Continued documentation of frameworks, policies or programs. Staff will have a greater understanding of these. Internal and external professional learning attendance and shared readings for staff are documented Staff sharing practice through PLCs and in Learning areas demonstrating a knowledge of wellbeing and learning being integrated. Documentation reviewed of referrals/communication processes Increased use of the the Health and wellbeing dashboards on SPOT by different staff through the school. Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Data of counselling services accessed by students and families Attendance of families at Community Integrated Learning Week sessions.</p> <p>Late indicators Students, staff and parent perception survey results indicating an upward trend in the areas of: Staff - Parent and community involvement, Trust in students and parents, Collective focus on student learning, Collective responsibility. Students - School connectedness, Teacher Concern, Advocate at school Parents - School connectedness Increased use of the the Health and wellbeing dashboards on SPOT by different staff through the school in order to inform practice. Reduction in the number of students with high rates of absence, as observed on Panorama dashboard. Semester 2 judgements being made against the Wellbeing Capabilities Student participation in intervention groups/strategies (VHAP, Spelling Mastery, MYLNS, TLI) Increased participation of students with the Careers/Pathways team</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of additional time for Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Employment of Leading Teacher - learning supports to work with PSD funded students and staff that teach them to upskill the staff in support strategies.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

			to: Term 4	<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
Internal school-based social worker to manage case allocation for students at risk as part of our broader for chronic student absenteeism supports	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Leading Teacher to manage the operations of the school attendance strategy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Community Administration Support Team to manage same-day communication with families regarding school absenteeism	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Employment of leading teacher to lead the community integrated learning and broader work within this area.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,000.00 <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

Delivery of IEP reporting process for all relevant students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establishment of new Student Support Leadership Team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Continue the development of our VCE Student Review team	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 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
Student Wellbeing survey to be introduced twice yearly	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$40,476.00	\$56,000.00	-\$15,524.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$6,548.00	\$30,000.00	-\$23,452.00
Total	\$47,024.00	\$86,000.00	-\$38,976.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Spelling mastery program to run as an additional session before school time for students to access.	\$6,000.00
Employment of additional time for Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	\$20,000.00
Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	\$5,000.00
Employment of Leading Teacher - learning supports to work with PSD funded students and staff that teach them to upskill the staff in support strategies.	\$100,000.00
Delivery of IEP reporting process for all relevant students	\$0.00
Student Wellbeing survey to be introduced twice yearly	\$5,000.00
Totals	\$136,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Spelling mastery program to run as an additional session before school time for students to access.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Employment of additional time for Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Employment of Leading Teacher - learning supports to work with PSD funded students and staff that teach them to upskill the staff in support strategies.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$56,000.00	

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
Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Delivery of IEP reporting process for all relevant students	from: Term 1 to: Term 4	\$20,000.00	
Student Wellbeing survey to be introduced twice yearly	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Totals		\$30,000.00	

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
First cycle of inquiry completed as part of the PLC process	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Full staff professional development on interpreting PAT data	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
5 year plans for all staff completed	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Point of need learning professional learning delivered to CLG	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Employment of Leading Teacher - learning supports to work with PSD funded students and staff that teach them to upskill the staff in support strategies.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Employment of leading teacher to lead the community integrated learning and broader work within this area.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Delivery of IEP reporting process for all relevant students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site