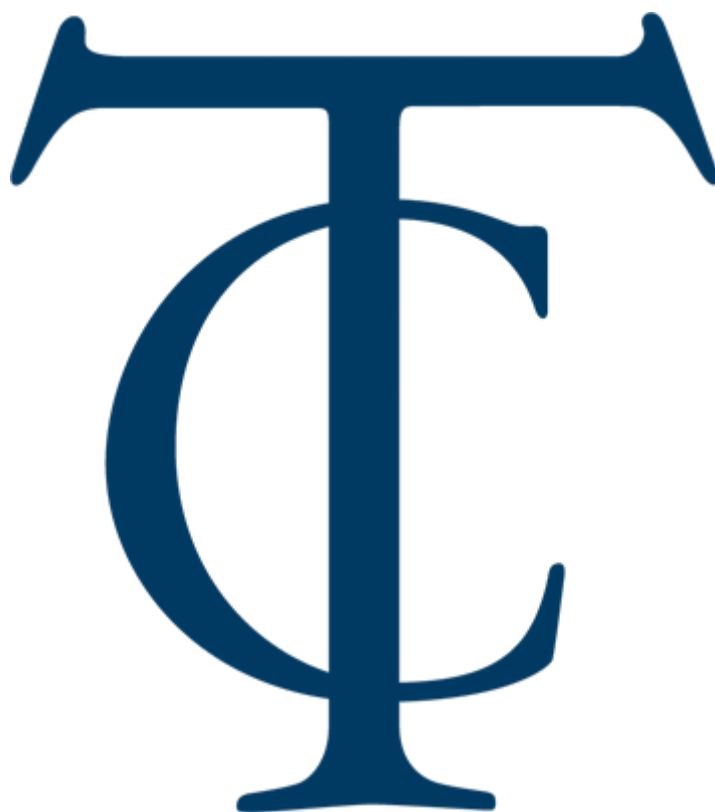# 2024 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)

Submitted for review by Peter Ellis (School Principal) on 19 December, 2023 at 11:56 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 11:44 AM
Endorsed by Claire O'Sullivan (School Council President) on 22 March, 2024 at 02:08 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
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	

	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	

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

Support and resources	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	

Future planning	Due to workforce changes, we were unable to have our Community Executive team trained in Mental Health First Aid. This as well as continuing to upskill all staff around mental health and wellbeing, including trauma-informed practice, will be an aim over the coming years. Our appointment of a Leader in the Empowered Learner Framework will ensure that staff work in whole-group, small-group and one-on-one formats to continue to develop their skills in student management practices, to ensure consistency and confidence in working with young people who are going through challenges. Our Community Executive Teams, Specialist Wellbeing Services Team and Director of Learning Supports continue to carry out over 100 SSGs throughout each year. In preparation for the advent of the Disability Inclusion Framework which is to be

	implemented in 2025, we will be hiring a new Leader of Learner Supports, with our Director re-titled as Director of Disability Inclusion. We have also found great success in the hiring of two youth workers this year to work with students in need and will aim to hire more to support our Community Executive Team. These staff work directly with students who will benefit from the new DI model. Upskilling staff on the DI in general and on ensuring staff know how to make reasonable adjustments and record these in preparation for Profile Meetings will form a large part of our work next year. For the goal on improving student learning, we have invested heavily in support for our students in spelling, reading and numeracy programs and are awaiting to see this investment reflected in our NAPLAN data. Similarly our VHAP, English elective, FLE-to-Pre Maths program and Maths enrichment club provide opportunity to stretch our high-achieving students. Broader whole school developments to support both those who need scaffolding and those who have thrived to continue to extend their learning are the implementation of the EMS which has been facilitated through the PLC process. This has seen both the development of the EMS program and the PLC framework. The PLC framework saw the professional development of a range of middle leaders to take on a whole school program. These leaders will continue to work as a team in a redesign of our Learning Area Leader structure that provides more time and support to ensure these leaders have a forum (PLC's) for delivering change. The PLC program will be further leveraged in 2024 as it will be used to embed our consistencies program and our empowered learner framework. The introduction of masterclasses to allow staff to target the PD most relevant to their needs and it will be continued in 2024
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To improve student learning.	Yes	By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark: • From 63% (2021) to 73% (2025) in Reading • From 67% (2021) to 75% (2025) in Writing • From 68% (2021) to 75% (2025) in Numeracy.	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN (Year 9) Numeracy from 16%
		By 2025, to increase the percentage of students who maintain their NAPLAN assessment in the top two bands from Year 7 to Year 9: • From 53% (2021) to 60% (2025) in Reading • From 47% (2021) to 60% (2025) in Writing • From 45% (2021) to 60% (2025) in Numeracy.	No reference benchmark is available due to changes in NAPLAN measures.
		By 2025: • The mean VCE All Studies score will increase from 29.2 to at least 30 in each year of the SSP • The percentage of VCE study scores that are greater than or equal to 40 will increase from 6.6% (2021) to at least 7% (2025).	The mean VCE All Studies score will increase from 29.2 (2022) to at least 30

		By 2025, the percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).	The percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).
To improve student engagement.	Yes	By 2025, the percentage positive response on the AToSS will increase from: • 55% (2021) to 70% (2025) for Student voice and agency • 65% (2021) to 75% (2025) for Motivation and interest • 61% (2021) to 70% (2025) for Stimulating learning.	The percentage positive response on the AToSS will increase from 54% (2023) to 70% (2025) for Stimulating learning.
		By 2025, the percentage positive response on the SSS will increase from: • 70% (2021) to 75% (2025) for Collective efficacy • 66% (2021) to 71% (2025) for Teacher collaboration.	The percentage positive response on the SSS will increase from 62% (2023) to 71% (2025) for Teacher collaboration.The percentage positive response on the SSS will increase from 60% (2023) positive to 65% positive (2024) for collective efficacy. This will include an increase in the question on staff being confident that they are able to motivate their students.
		By 2025, the percentage positive response on the POS will increase from: • 74% (2021) to 80% (2025) for Student agency and voice • 72% (2021) to 80% (2025) for Student motivation and support.	The percentage positive response on the POS will increase from 67% (2022) to 80% (2025) for Student agency and voice
To improve student wellbeing.	Yes	By 2025, the percentage positive response on the AToSS will increase from: • 43% (2021) to 55% (2025) for Teacher concern • 58% (2021) to 65% (2025) for Perseverance • 66% (2021) to 75% (2025) for Advocate at school.	The percentage positive response on the 2024 AToSS will increase to 50% for Teacher Concern to 62% for Perserverance and to 70% for Advocate at School.

		By 2025, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2025).	The average number of days absent per student per year will decrease to 22 in 2024.
		By 2025, the percentage positive response on the SSS will increase from 78 per cent (2021) to 85 per cent (2025) for Collective responsibility.	The percentage positive response for Collective Responsibility on the SSS will increase to 82% in 2024.

Goal 2	**To improve student learning.**	
12-month target 2.1-month target	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN (Year 9) Numeracy from 16%	
12-month target 2.2-month target	No reference benchmark is available due to changes in NAPLAN measures.	
12-month target 2.3-month target	The mean VCE All Studies score will increase from 29.2 (2022) to at least 30	
12-month target 2.4-month target	The percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Build teacher capacity and student capability to utilise a range of indicators to identify a student's point of need.	No
KIS 2.b Excellence in teaching and learning	Embed the Templestowe College instructional framework, focusing on personal growth and aspirational learning, consistently across the college.	Yes
KIS 2.c Professional leadership	Build the instructional and shared leadership capacity of all staff.	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.	Our goal is to embed the TC Empowered Learner framework to support our students to develop our values in agency, authenticity, relationships, understanding and success. This focus is justified by our AToSS data showing self-regulation and goal setting which is static at 60% and our SSS shows the promotion of student ownership of learning has decreased to 70%. Selection of this KIS allows us to improve a range of measure of whole-of-student development.	
Goal 3	**To improve student engagement.**	
12-month target 3.1-month target	The percentage positive response on the AToSS will increase from 54% (2023) to 70% (2025) for Stimulating learning.	
12-month target 3.2-month target	The percentage positive response on the SSS will increase from 62% (2023) to 71% (2025) for Teacher collaboration. The percentage positive response on the SSS will increase from 60% (2023) positive to 65% positive (2024) for collective efficacy. This will include an increase in the question on staff being confident that they are able to motivate their students.	
12-month target 3.3-month target	The percentage positive response on the POS will increase from 67% (2022) to 80% (2025) for Student agency and voice	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Professional leadership	Enhance and embed the Templestowe College culture, focusing on creativity and innovation.	Yes
KIS 3.b Positive climate for learning	Further develop and embed a dynamic and innovative focus on student voice and agency.	No
KIS 3.c Community engagement in learning	Develop and embed a framework to link learning to the community.	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.	It has been identified that over 2024 TC will continue to focus on several programs that see the integration of learning and wellbeing throughout the school. These programs will require the upskilling of staff, students and families and it is planned will see an increase in the data relating to each of the 12 month targets. These focus will require stakeholders in the school to collaborate in order to increase the learning opportunities for all of the students of the school. The data collected from the Student Attitude to School Survey and the School Staff Survey indicated some common links through giving students understanding over the levels of agency experienced at TC, whilst also building on opportunities for more consistent practice throughout the school. This still ties in with the original goals set as part of the School Strategic Planning process.

Goal 4	**To improve student wellbeing.**
12-month target 4.1-month target	The percentage positive response on the 2024 AToSS will increase to 50% for Teacher Concern to 62% for Perserverance and to 70% for Advocate at School.
12-month target 4.2-month target	The average number of days absent per student per year will decrease to 22 in 2024.
12-month target 4.3-month target	The percentage positive response for Collective Responsibility on the SSS will increase to 82% in 2024.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop and embed a wellbeing framework consistently across the college.	No
KIS 4.b Positive climate for learning	Build the capacity of all staff to engage with students regarding their wellbeing.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has identified that tier 1 interventions by the classroom teacher is a key priority for 2024. Data collected from the Student Attitudes to School data, the School Staff Survey and the number of suspensions indicate that this is a key area for focus so that staff are given tools in order to be able to support students to become empowered learners and understand the elements of the school values. By focusing on the schools empowered learner framework, it is hoped that a shared understanding of the schools values and how these are enacted throughout the entire community will build the capacity of staff, students and family will increase the levels of collective responsibility around student wellbeing.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve student learning.
12-month target 2.1 target	Improve the proportion of students in the 'exceeding' proficiency level of NAPLAN (Year 9) Numeracy from 16%
12-month target 2.2 target	No reference benchmark is available due to changes in NAPLAN measures.
12-month target 2.3 target	The mean VCE All Studies score will increase from 29.2 (2022) to at least 30
12-month target 2.4 target	The percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).
KIS 2.b Building practice excellence	Embed the Templestowe College instructional framework, focusing on personal growth and aspirational learning, consistently across the college.
Actions	The implementation of school wide PLCs with a focus on TC Classroom Learning Consistencies. (TCLC) Embedding the Empowered Learner Framework to promote the values of 'success' to increase student access to differentiated learning
Outcomes	Leaders will: Provide time in the Meeting calendar for PLC meeting schedules Develop materials to support the implementation of the TC Learning Consistencies Create a Learning Specialist Role to support the implementation of TC Learning Consistencies Create a ELF Leader position at the school to support staff to infuse the school values into classroom interactions Staff will: Work as a member of a PLC focused on the TC Learning Consistencies Complete observations of other teaching staff implementing the TCLC Be observed by members of staff using the TCLC Make use of the TCLC across all of their classes Contribute to the further development of the TCLC by participating in Collaborative teams Access support from the ELF leader to implement the school's values into classroom practice Provide differentiation for students based on their understanding of the TCLC and ELF Students will:

| | Experience a consistent approach to teaching and learning in all their classes.
Contribute to the further development of the TCLC by providing feedback to staff and school leadership
Understand how the TCLC supports them to succeed in all their classes
Be aware of the ELF and how it can be used to support their success in the classroom.
Continue to experience high levels of Student Agency and Authentic Learning.
Benefit from the improved practice of their teachers through attending Masterclasses
Participate in learning opportunities related to the CIL themes in all of their classes.
Monitor their numeracy data with support from their teachers. This will include those students in the top two bands of NAPLAN having increased awareness of their data along with their parents.

Community and Families will:
Have an understanding of the TCLC and how they are enacted in all classes at TC.
Be able to understand the elements of the ELF and how they support success at TC. |
|---|---|
| **Success Indicators** | Success Indicators

VCE Study Scores
NAPLAN Growth
PAT R
Maths Pathways |

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
2024 Meeting Calendar published to all staff	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
TC Consistencies Introductory PD completed with teaching staff	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 1	$0.00

First PLC cycle completed	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Peer observations undertaken by all teaching staff	☑ Leadership team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Second PLC cycle complete	☑ Leadership team	☑ PLP Priority	from: Term 2 to: Term 2	$0.00
Third PLC Cycle Complete	☑ Leadership team	☑ PLP Priority	from: Term 3 to: Term 3	$0.00
ELF leader nominated to work with specific staff.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
School purchase of Maths Pathway so that all students have access to the learning platform	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$43,000.00 ☑ Equity funding will be used
ELF leader to run whole school professional development introducing the empowered learner framework in the classroom	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 1	$0.00

			to: Term 1	
ELF Leader to identify current practices within the classroom and areas for growth	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
ELF leader working with CET reviewing consistenices of practice implementing the empowered learner framwework	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
ELF leader to feed back to staff on the data gathered around classroom practice relating to the empowered learner framework and plan moving forward	☑ All staff ☑ Leadership team	☑ PLP Priority	from: Term 3 to: Term 3	$0.00
ELF leader to create resources to support best practice around the empowered learner framework ahead of implementation with all staff in 2025	☑ Leadership team	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

Goal 3	To improve student engagement.
12-month target 3.1 target	The percentage positive response on the AToSS will increase from 54% (2023) to 70% (2025) for Stimulating learning.
12-month target 3.2 target	The percentage positive response on the SSS will increase from 62% (2023) to 71% (2025) for Teacher collaboration. The percentage positive response on the SSS will increase from 60% (2023) positive to 65% positive (2024) for collective efficacy. This will include an increase in the question on staff being confident that they are able to motivate their students.
12-month target 3.3 target	The percentage positive response on the POS will increase from 67% (2022) to 80% (2025) for Student agency and voice
KIS 3.a	Enhance and embed the Templestowe College culture, focusing on creativity and innovation.

Vision, values and culture	
Actions	For the Expanded Measures of Success (EMS) to become core work. The EMS will be in every learning task and Rubric, with a balance between EMS and content. To explore the use of learner profiles, with students able to either self-assess or be assessed in both class activities as well as out-of-class activities.
Outcomes	School Leadership will: Develop and share a central defined rubric for all aspects of the EMS. Create a meeting schedule that allows for Learning Areas to meet to discuss the implementation of the EMS Communicate the vision of the EMS with the broader school community. Liase with external agencies to develop software that meets the needs of EMS reporting (including learner profiles) Teachers will: Explicitly teach and assess elements of the EMS in their classes Integrate knowledge of Literacy Support strategies into their teaching. Report on the EMS using the central rubric definitions Use the Empowered Learner Framework to support learning and wellbeing in the classroom. Participate in Masterclasses as leaders and learners. Education Support staff will: Promote the EMS across the school Ensure that Student Agency and Authentic Learning are supported. Support the Community Integrated Learning themes in their roles Students will: Participate in learning opportunities that highlight the EMS Access Literacy Support when they require it. Access Numeracy Support when they require it. Use the Empowered Learner Framework to gain an insight into themselves as learners.
Success Indicators	EMS Reports Learning Tasks Stimulating Learning ATOSS

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
EMS definitions shared with all staff	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Semester 1 reports published including EMS	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
First Learning Task published with EMS for all Entry and FLE classes	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Reading and Spelling program first sessions run using TC staff as part of their allotments	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$50,000.00 ☑ Equity funding will be used
Numeracy support classes start.	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$20,000.00 ☑ Other funding will be used
Semester 2 reports published including student reflections on the EMS	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 4	$0.00

			to: Term 4	
Expectations shared that all rubrics will have EMS factors included in them.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Second Learning Task published with EMS for all classes	☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Employment of member of staff to lead the implementation of the spelling and reading program	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Other funding will be used
Activity carried out in Connect to determine what students see as an inspirational teacher	☑ Leadership team ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Staff analyse the data collected from students on what makes an inspirational teacher. This will happen in learning areas.	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Professional development run on return to school on collaboration for staff	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1	$0.00

			to: Term 1	
Staff to gather data within classes of what makes the learning "interesting" based on the ATOSS question of "the teacher makes the work that we do interesting".	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Staff to analyse in learning areas the data collected from students on what makes the work interesting	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Staff to report back to students on what will be done in class to make the learning interesting based upon the analysis of the data collected	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Entry Students to receive EMS Learner Profile as part of Semester 1 reporting cycle.	☑ Assistant principal	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Entry Students to receive EMS Learner Profile as part of Semester 2 reporting cycle	☑ Assistant principal	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

Goal 4	To improve student wellbeing.
12-month target 4.1 target	The percentage positive response on the 2024 AToSS will increase to 50% for Teacher Concern to 62% for Perserverance and to 70% for Advocate at School.
12-month target 4.2 target	The average number of days absent per student per year will decrease to 22 in 2024.

12-month target 4.3 target	The percentage positive response for Collective Responsibility on the SSS will increase to 82% in 2024.
KIS 4.b Health and wellbeing	Build the capacity of all staff to engage with students regarding their wellbeing.
Actions	Planning for the rollout of the Disability Inclusion model to be implemented in 2025 Increased knowledge of, and the capacity of the use of the Empowered Learner Framework to support tier 1 interventions
Outcomes	School leadership will: • Provide resources and support for the planning of the Disability Inclusion Framework roll-out • Continue to provide an psychologist to complete educational and psychological assessments as evidence for Disability Inclusion Profiles • Upskill staff on the Disability Inclusion Framework, especially on making adjustments in the classroom and the collection of evidence for Disability Inclusion Profile Meetings • Advocate for students with disabilities, learning difficulties and mental ill health through the upskilling of knowledge of staff, students and the TC community of these conditions • Continue to support and utilise the Mental Health Practitioner in Schools program for Tier 1 and 2 interventions. • Provide support and resources to implement the Empowered Learner Framework with a focus on Wellbeing and Learning being inextricably linked. • Ensure that the Empowered Learner Framework and Disability Inclusion Framework are part of the the onboarding process for staff new to TC • Provide time in the Professional Learning calendar for professional learning on the Empowered Learner Framework and Disability Inclusion. • Integrate the Empowered Learner Framework into school practice, policies and programs Staff will: • Incorporate Empowered Learner Framework language into their everyday work with students • Know their students and implement a range of interventions in the classroom to support their wellbeing and learning, demonstrating an understanding of presentations of disability, learning difficulties and mental ill health • Implement and model consistent routines in the classroom • Share a common understanding of the whole school approach to wellbeing, underpinned by the Empowered Learner Framework • Support students to remain engaged in their learning and connected to their peers, with a focus on the importance of regular attendance Students: • Will feel supported and engaged through a strong classroom culture and connection to staff and peers

	• Will be able to use the Empowered Learner Framework language to express an understanding of who they are and their point of need • Will have an understanding of their learning needs and work in partnership with staff to achieve in class. • At-risk will be identified and receive targeted holistic support in a timely manner • With emerging or acute wellbeing needs will remain connected and engaged to their school and peers Families: • Will become familiar with the Empowered Learner Framework and hear this language being used in meetings and other communication by the school • Will become familiar with the new Disability Inclusion Framework through relevant communication by the school • Of at-risk students will receive regular communication and support from the school regarding how to improve attendance and engagement • Will be provided with mental health and wellbeing information and connected to external allied health and mental health services
Success Indicators	ATOSS, Parent Opinion and Staff Opinion Data Attendance Data - Panorama

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Employment of a Learning Support leader to assist in the development of processes and structures in planning for the advent of Disability Inclusion.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$120,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Continued employment of Psychologist to carry out testing of students and then dissemination of information of information to teaching and wellbeing staff.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$91,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Appointment of a Leader of the Empowered Learner Framework to ensure ELF underpins all that we do	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Other funding will be used
Whole-school professional development upskilling staff on the Disability Inclusion model	☑ Assistant principal ☑ Disability inclusion coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Inclusion of disability awareness and advocacy content in Connect program	☑ Disability inclusion coordinator ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Community Integrated Learning run each term	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Continued review of attendance processes including implementation of strategies to engage disengaged students	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Employment of additional Psychologist at 0.6 FTE to undertake testing and complete documentation in preparation of the DI model implementation.	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$54,600.00 ☑ Equity funding will be used

				☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Attendance at staff PD session of KESO to explain role	☑ Assistant principal	☑ PLP Priority	from: Term 1 to: Term 1	$0.00
Community executive teams (CET) to undertake training in First Nations Trauma response	☑ Assistant principal ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Staff to carry out Mental Health First Aid training	☑ Assistant principal ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Other funding will be used
Employment of Youth Workers to carry out roles within the Community Executive Teams	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$120,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which

				may include DET funded or free items ☑ Other funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$110,334.55	$128,000.00	-$17,665.45
Disability Inclusion Tier 2 Funding	$101,113.91	$130,000.00	-$28,886.09
Schools Mental Health Fund and Menu	$125,123.12	$140,000.00	-$14,876.88
Total	**$336,571.58**	**$398,000.00**	**-$61,428.42**

Activities and milestones – Total Budget

Activities and milestones	Budget
School purchase of Maths Pathway so that all students have access to the learning platform	$43,000.00
Reading and Spelling program first sessions run using TC staff as part of their allotments	$50,000.00
Employment of a Learning Support leader to assist in the development of processes and structures in planning for the advent of Disability Inclusion.	$120,000.00
Continued employment of Psychologist to carry out testing of students and then dissemination of information of information to teaching and wellbeing staff.	$91,000.00
Employment of additional Psychologist at 0.6 FTE to undertake testing and complete documentation in preparation of the DI model implementation.	$54,600.00
Community executive teams (CET) to undertake training in First Nations Trauma response	$10,000.00

Employment of Youth Workers to carry out roles within the Community Executive Teams		$120,000.00
Totals		$488,600.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
School purchase of Maths Pathway so that all students have access to the learning platform	from: Term 1 to: Term 1	$43,000.00	☑ Teaching and learning programs and resources
Reading and Spelling program first sessions run using TC staff as part of their allotments	from: Term 1 to: Term 1	$50,000.00	☑ School-based staffing
Employment of additional Psychologist at 0.6 FTE to undertake testing and complete documentation in preparation of the DI model implementation.	from: Term 1 to: Term 1	$15,000.00	☑ School-based staffing
Community executive teams (CET) to undertake training in First Nations Trauma response	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Employment of Youth Workers to carry out roles within the Community Executive Teams	from: Term 1 to: Term 1	$10,000.00	☑ School-based staffing
Totals		$128,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of a Learning Support leader to assist in the development of processes and structures in planning for the advent of Disability Inclusion.	from: Term 1 to: Term 4	$120,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher
Employment of additional Psychologist at 0.6 FTE to undertake testing and complete documentation in preparation of the DI model implementation.	from: Term 1 to: Term 1	$10,000.00	☑ Other workforces to support students with disability • Psychologists
Totals		$130,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Continued employment of Psychologist to carry out testing of students and then dissemination of information of information to teaching and wellbeing staff.	from: Term 1 to: Term 4	$91,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Psychologist
Employment of additional Psychologist at 0.6 FTE to undertake testing and complete	from: Term 1	$29,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students

documentation in preparation of the DI model implementation.	to:
	Term 1
			This activity will use Mental Health Menu programs
			   o Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff)
			      Psychologist

Employment of Youth Workers to carry out roles within the Community Executive Teams	from:
	Term 1
	to:
	Term 1
		$20,000.00	☑ Employ cohort-specific staff to support Tier 2 initiatives
			
			This activity will use Mental Health Menu programs
			   o Employ Mental Health Staff in school (eduPay or non-teaching staff)
			      Youth worker

Totals		$140,000.00	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
TC Consistencies Introductory PD completed with teaching staff	☑ Learning specialist(s)	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
First PLC cycle completed	☑ All staff	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Peer observations undertaken by all teaching staff	☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ School improvement partnerships ☑ Internal staff ☑ Learning specialist	☑ On-site
Second PLC cycle complete	☑ Leadership team	from: Term 2 to: Term 2	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
Third PLC Cycle Complete	☑ Leadership team	from: Term 3 to: Term 3	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site
ELF leader to run whole school professional development introducing	☑ All staff	from: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Internal staff	☑ On-site

the empowered learner framework in the classroom	☑ Leadership team	to: Term 1				
ELF leader to feed back to staff on the data gathered around classroom practice relating to the empowered learner framework and plan moving forward	☑ All staff ☑ Leadership team	from: Term 3 to: Term 3	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
EMS definitions shared with all staff	☑ Leadership team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
Professional development run on return to school on collaboration for staff	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Internal staff	☑ On-site
Whole-school professional development upskilling staff on the Disability Inclusion model	☑ Assistant principal ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

Attendance at staff PD session of KESO to explain role	☑ Assistant principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Departmental resources KESO	☑ On-site
Community executive teams (CET) to undertake training in First Nations Trauma response	☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ External consultants To be sourced with support of KESO	☑ On-site
Staff to carry out Mental Health First Aid training	☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site