

2023 Annual Implementation Plan

for improving student outcomes

Rushworth P-12 College (6238)



Submitted for review by Todd Woodfine (School Principal) on 10 July, 2023 at 09:49 AM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 08 September, 2023 at 01:39 PM
Awaiting endorsement by School Council President

Self-evaluation summary - 2023

| | 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 | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |
| Teaching and learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Emerging |
| | 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. | Emerging |
| | 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 | Evolving |
| | 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 | Evolving |
| | Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students | |

| | |
|---|---|
| Enter your reflective comments | Like all schools the impact of COVID is still playing out at Rushworth. P-12. Add to this flood and a teacher shortage and the school has struggled to provide above and beyond support to students who need additional support. Tutors and specialist educators have been placed in face-to-face teaching to cover the curriculum. |
| Considerations for 2023 | <p>New roles developed to support improved teaching and learning</p> <ol style="list-style-type: none"> 1. LT-VCE/VP/Careers/Transition, plus ES support 2. Learning Specialist English 3. 1.0 EFT MYLNs teacher and part-time tutors 4. Increase ES support in both primary and secondary classrooms 5. Continued Wellbeing programs 6. Implementation of PLCs |
| 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 |
|--|---------------------------------------|---|---|
| <p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p> | Yes | Support for the 2023 Priorities | <p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56% Decrease the percentage of students in Years P-6 with 20 or more days absent from 48% in 2021 to 40% in 2023 Decrease the percentage of students in Years 7-12 with 20 or more days absent from 65% in 2021 to 45% in 2023</p> |
| Maximise the learning growth of every student. | Yes | <p>By 2026 increase the percentage of students achieving benchmark growth in NAPLAN Writing in Year 5 from 0 per cent in 2021 to 12 per cent</p> <p>By 2026 increase the percentage of students achieving at or above expected growth in Teacher Judgement Writing:</p> <ul style="list-style-type: none"> Year 5 from 33 per cent (based on a four-year average 2017-2021) to 66 per cent Year 9 from 53 per cent (based on a four-year average, 2017-2021) to 66 per cent Years 1-10 from 45 per cent (based on a four-year average, 2017-2021) to 60 per cent | <p>Increase the percentage of students achieving benchmark growth in NAPLAN Writing in Year 5 from 0% in 2021 to 14% in 2023</p> <p>Year 5 Teacher Judgement in Writing from 33% (based on a four-year average 2017-2021) to 40% in 2023 Year 9 Teacher Judgement in Writing from 53 per cent (based on a four-year average, 2017-2021) to 57% in 2023 Years 1-10 Teacher Judgement in Writing from 45 per cent (based on a four-year average, 2017-2021) to 49% in 2023</p> |

| | | | |
|-------------------------------------|----|--|--|
| | | <p>By 2026 increase the percentage of students achieving at or above expected growth in Teacher Judgement Number and Algebra:</p> <ul style="list-style-type: none"> • Year 5 from 43 per cent at or above (based on a four year average 2017-2021) to 66 per cent • Year 9 from 69 per cent at or above (based on a four year average 2017-2021) to 66 per cent | <p>Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56%</p> |
| | | <p>By 2026 increase the proportion of positive response scores on AtoSS differentiated learning challenge in Years 4 – 12 from 64 per cent in 2021 to 67 per cent</p> | <p>Increase the proportion of positive response scores on AtoSS differentiated learning challenge in Years 4 – 12 from 64% in 2021 to 65% in 2023</p> |
| Improve student wellbeing outcomes. | No | <p>By 2026, decrease the percentage of students in Years P-6 with 20 or more days absent from 49 per cent in 2021 to 30 per cent</p> | |
| | | <p>By 2026, decrease the percentage of students in Years 7-12 with 20 or more days absent from 60 per cent in 2019 to 72 per cent</p> | |
| | | <p>By 2026 increase the proportion of positive response scores on AtoSS for the factor of resilience Years 7-12 from 7 per cent in 2021 to 25 per cent</p> | |
| | | <p>By 2026 increase the proportion of positive response scores on AtoSS for the factor student motivation and interest in Years 4-12 from 57 per cent in 2021 to 65 per cent</p> | |
| | | <p>By 2026 increase the proportion of positive response scores on the SSS for the factor trust in students and parents from 2021 from 15 per cent to 45 per cent</p> | |

| | | | |
|--|-----|--|--|
| Improve student transition and pathways. | Yes | By 2026 increase the proportion of positive response scores on the Parent Opinion Survey for the factor positive transitions for Year 7 and new students from 63 per cent in 2021 to 70 per cent | Increase the proportion of positive response scores on the Parent Opinion Survey for the factor positive transitions for Year 7 and new students from 63 per cent in 2021 to 65 per cent in 2023 |
| | | By 2026 increase VCE Mean of all Study Scores from 25.8 in 2021 to 27.0 | Increase VCE Mean of all Study Scores from 25.8 in 2021 to 26.0 in 2023 |
| | | By 2026 increase VCE English Mean Score from 24.5 in 2021 to 26.0 | Increase VCE English Mean Score from 24.5 in 2021 to 24.8 |

| | | |
|---|---|---|
| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | |
| 12-month target 1.1-month target | Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56% Decrease the percentage of students in Years P-6 with 20 or more days absent from 48% in 2021 to 40% in 2023 Decrease the percentage of students in Years 7-12 with 20 or more days absent from 65% in 2021 to 45% in 2023 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1.a | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| KIS 1.b | 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. | In 2023, the College will engage with the Visible Wellbeing Program (VWB) from Lea Waters, which is on the DET Mental Health menu. Engaging with the Visible Wellbeing Program will assist our staff to understand the wellbeing needs of our students and selves, and help them build self-efficacy in being proactive with their wellbeing. Staff will engage in regular whole-team and individual self-paced learning for the program's 'SEARCH' model, where the Wellbeing and Engagement Leader will also facilitate implementation of the model to suit the context and needs of our school. The VWB program will help us address the decline in the Individual and Social Wellbeing data from the AtoSS, and also help with ensuring that general attendance rates improve with students due to the focus on sustaining positive mental health and wellbeing practices in the current program. | |
| Goal 2 | Maximise the learning growth of every student. | |
| 12-month target 2.1-month target | Increase the percentage of students achieving benchmark growth in NAPLAN Writing in Year 5 from 0% in 2021 to 14% in 2023 | |
| 12-month target 2.2-month target | Year 5 Teacher Judgement in Writing from 33% (based on a four-year average 2017-2021) to 40% in 2023 Year 9 Teacher Judgement in Writing from 53 per cent (based on a four-year average, 2017-2021) to 57% in 2023 Years 1-10 Teacher Judgement in Writing from 45 per cent (based on a four-year average, 2017-2021) to 49% in 2023 | |
| 12-month target 2.3-month target | Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56% | |
| 12-month target 2.4-month target | Increase the proportion of positive response scores on AtoSS differentiated learning challenge in Years 4 – 12 from 64% in 2021 to 65% in 2023 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 2.a Leadership | Introduce Professional Learning Communities to develop staff capacity to use evidence to provide point of need learning for every student. | Yes |
| KIS 2.b Teaching and learning | Embed whole school teaching and learning practices. | No |

| | | |
|---|--|---|
| KIS 2.c Engagement | Embed opportunities for student choice, voice and agency across all curriculum areas and all year levels. | 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 introduction of PLCs is only in its infancy and will need to be continued under supervision in 2023 by leadership. The school will revisit their teaching and Learning schedule (meeting schedule) to meet the needs of the PLC cycle with an initial focus on the instructional model and then key components relating to the delivery (pedagogical processes) of numeracy and literacy across the school. The focus will be to improve outcomes in reading and numeracy from Grade 3 to Year 9, based on 2022 data. The targets in most cases will be to at least match similar school data in the first year. | |
| Goal 4 | Improve student transition and pathways. | |
| 12-month target 4.1-month target | Increase the proportion of positive response scores on the Parent Opinion Survey for the factor positive transitions for Year 7 and new students from 63 per cent in 2021 to 65 per cent in 2023 | |
| 12-month target 4.2-month target | Increase VCE Mean of all Study Scores from 25.8 in 2021 to 26.0 in 2023 | |
| 12-month target 4.3-month target | Increase VCE English Mean Score from 24.5 in 2021 to 24.8 | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 4.a Engagement | Refine transition and pathways programs to enhance student sense of engagement with their learning and destinations. | Yes |
| KIS 4.b Engagement | Deepen community partnerships to support student transitions and pathways. | 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.

Transition into the school and across levels within the school needs to be enhanced through the development of a Transition Team, through the development of these team members skills, and knowledge and by building relationships with and between students, parents, teachers and agencies working across these stages of development.

Define actions, outcomes, success indicators and activities

| | | | | |
|--|---|--|-----------------|--|
| Goal 1 | 2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12-month target 1.1 target | Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56% Decrease the percentage of students in Years P-6 with 20 or more days absent from 48% in 2021 to 40% in 2023 Decrease the percentage of students in Years 7-12 with 20 or more days absent from 65% in 2021 to 45% in 2023 | | | |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | To develop the capacity of all staff in mathematics and numeracy, with a particular focus on statistics and probability using a multi-tiered response to meet students' individual learning needs in mathematics and numeracy. | | | |
| Outcomes | Students will articulate how well they have met the success criteria in lessons, how they are progressing with their learning goals, and what their next steps are to improve. Students will display an increased use of Numeracy specific vocabulary. Students will systematically solve multi-step problems with increased accuracy and evidence of working out. Students to develop confidence in their ability to use numeracy skills through small group withdrawal in Primary levels. Use of Essential Assessment as a data gathering tool and Numeracy support for both teachers and students Small group Literacy support at Year 10 to develop skills and develop the confidence of the students to ask questions, read further than mentor texts and increase their writing stamina. | | | |
| Success Indicators | Small groups operating across year levels in either Numeracy or Literacy. Parent understanding of the aims of the small groups - communication/Parent Teacher Interviews | | | |
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Numeracy Leader will facilitate professional learning for staff around the Big Ideas and the proficiencies in Maths and consistent | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$5,000.00 |

| | | | | |
|---|---|---|----------------------------------|---|
| problem-solving strategies using the whole school scope and sequence. | | | to: Term 4 | |
| Employment of a teacher to support MYLNS | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$112,333.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Tutor employed to support Numeracy development in Primary areas | <input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Build staff capacity in implementing adjustments to support students with additional learning needs. Build staff capacity in developing an understanding of strategies to increase student resilience and stamina. | | | |
| Outcomes | Students will be provided with learning tasks that are at their point of need. Students will be provided with relevant adjustments to ensure purposeful learning. Students will display an increase in their resilience and stamina. Teachers will identify student learning needs based on assessment data. Teachers will plan for differentiated tasks to ensure all students are learning at their point of need. Teachers will provide targeted academic support through daily learning for purposeful learning goals in IEPs. Teacher will have high expectations of students in their learning experiences. Leaders will support teaching staff to build knowledge and understanding of purposeful and relevant strategies and adjustments to support students with additional needs. Leaders will provide opportunities for staff professional learning. Leaders will maintain and refine whole school wellbeing approaches to support the development of stamina and resilience in students. | | | |

| Success Indicators | <p>Staff will have implemented relevant adjustments in classroom for students with additional needs. Our NCCD, Student check in resource, No more marking, NAPLAN and Teacher Judgment data will indicate that the students who have been identified as requiring assistance are being supported through the whole school intervention programs. NAPLAN data will continue to demonstrate low student numbers in the bottom two bands. Students will achieve their IEP goals.</p> | | | |
|---|---|--|----------------------------------|---|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Allied Health staff and external agencies will provide professional learning opportunities for staff to develop their capacity and knowledge of strategies and adjustments to use in the classroom. | <input checked="" type="checkbox"/> Leading teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| A staff member continues to be appointed in the role of Wellbeing Counsellor to support staff and students with developing their resilience and mental health needs | <input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$90,113.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Goal 2 | Maximise the learning growth of every student. | | | |
| 12-month target 2.1 target | Increase the percentage of students achieving benchmark growth in NAPLAN Writing in Year 5 from 0% in 2021 to 14% in 2023 | | | |
| 12-month target 2.2 target | Year 5 Teacher Judgement in Writing from 33% (based on a four-year average 2017-2021) to 40% in 2023 Year 9 Teacher Judgement in Writing from 53 per cent (based on a four-year average, 2017-2021) to 57% in 2023 Years 1-10 Teacher Judgement in Writing from 45 per cent (based on a four-year average, 2017-2021) to 49% in 2023 | | | |
| 12-month target 2.3 target | Year 5 teacher judgement for Number and Algebra from 43 per cent at or above (based on a four year average 2017-2021) to 50% Year 9 teacher judgement for Number and Algebra from 53 per cent at or above (based on a four year average 2017-2021) to 56% | | | |

| | |
|---|--|
| 12-month target 2.4 target | Increase the proportion of positive response scores on AtoSS differentiated learning challenge in Years 4 – 12 from 64% in 2021 to 65% in 2023 |
| KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Introduce Professional Learning Communities to develop staff capacity to use evidence to provide point of need learning for every student. |
| Actions | Develop whole staff understanding of the Professional Learning Communities (PLC) initiative Build teacher capacity to implement PLC inquiry cycles using the improvement cycle |
| Outcomes | <p>Students will understand their areas of strength and growth and take increasing responsibility for their own learning</p> <p>Students participate in point of need learning tasks</p> <p>Students provide feedback to teachers to inform planning</p> <p>Students apply learning to complete formative assessment tasks</p> <p>Students will have a more consistent experience regardless of which class they attend</p> <p>Students provide feedback to teachers to inform planning</p> <p>Teachers will understand the objectives of the PLC and how their shared work contributes to improvement</p> <p>Teachers will engage in meaningful professional learning and receive meaningful, constructive feedback on their practice</p> <p>Teachers will understand and use a range of data to design learning at point of need</p> <p>Teachers use the Improvement Cycle to collaboratively implement PLC inquiry cycles</p> <p>Leaders will have a deep understanding of classroom practice and use this to support professional conversations with staff</p> <p>Leaders will talk about shared goals and strategies and will see alignment of work between staff in different classrooms</p> <p>Leaders provide professional development for staff focussing on data and evidence</p> <p>Leaders will use a range of data to support professional learning</p> |
| Success Indicators | <p>Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth</p> <p>Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data</p> <p>Data walls tracking student learning growth</p> <p>ZPD evident in planners</p> |

| | Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice | | | |
|--|--|--|----------------------------------|-----------------------------------|
| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| <p>Undertake regular PLC cycles throughout the year, through the establishment of a PLC leadership team</p> <p>Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas or wellbeing teams</p> <p>PLC middle leadership team identify area/s of focus for first inquiry cycle</p> <p>Schedule first PLC inquiry cycle to begin Week 4, Term 1</p> <p>Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement</p> <p>Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle</p> <p>Refresh peer observations in light of PLC inquiry cycle focus</p> <p>Organise learning walks to observe staff practice in chosen area of PLC focus</p> | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$5,000.00 |
| Complete data analysis PD as part of PLC cycle | <input checked="" type="checkbox"/> Leadership team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 |
| Participate in moderation sessions with a focus on writing. | <input checked="" type="checkbox"/> Leadership team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 |
| Goal 4 | Improve student transition and pathways. | | | |

| | |
|--|---|
| 12-month target 4.1 target | Increase the proportion of positive response scores on the Parent Opinion Survey for the factor positive transitions for Year 7 and new students from 63 per cent in 2021 to 65 per cent in 2023 |
| 12-month target 4.2 target | Increase VCE Mean of all Study Scores from 25.8 in 2021 to 26.0 in 2023 |
| 12-month target 4.3 target | Increase VCE English Mean Score from 24.5 in 2021 to 24.8 |
| KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Refine transition and pathways programs to enhance student sense of engagement with their learning and destinations. |
| Actions | Develop understanding of senior certification across all schools for students, parents/carers and staff. Strengthen the sense of inclusion and cultural safety of our college. Develop an understanding of the wellbeing needs of every student |
| Outcomes | Leaders and teachers will understand pathways to senior secondary success and track student transitions Transition coordinators will plan and support transition activities Teachers will support students with accurate and timely advice regarding subject selections and pathways planning Students will plan their pathways and experience seamless transitions between year levels Leaders will demonstrate cultural inclusion as a core value of the college Teachers will know their students as individuals and understand and support their aspirations Teachers will use culturally appropriate language and behaviours Students will feel safe and included The community will recognize the college as a safe and welcoming place |
| Success Indicators | Improvement in attendance data across the various stages of major transition- Kinder to Foundation, Grade 6 to Year 7 and senior years Year 10 to 12. Improvement in ATS data in school connectedness, resilience, motivation and interest and attitudes to attendance. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|--|--|----------------------------------|-----------------------------------|
| Development of a new transition program that includes visits to partner primary schools and kindergartens. Introduction of new Vocational Pathways course at Year 10. Developing the skill set of the Transition and pathways team. Networking with other schools. | <input checked="" type="checkbox"/> Leading teacher(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 |

Funding planner

Summary of budget and allocated funding

| Summary of budget | School's total funding (\$) | Funding allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$266,776.20 | \$112,333.00 | \$154,443.20 |
| Disability Inclusion Tier 2 Funding | \$93,432.65 | \$0.00 | \$93,432.65 |
| Schools Mental Health Fund and Menu | \$30,647.38 | \$0.00 | \$30,647.38 |
| Total | \$390,856.23 | \$112,333.00 | \$278,523.23 |

Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---------------------|
| Employment of a teacher to support MYLNS | \$112,333.00 |
| Tutor employed to support Numeracy development in Primary areas | \$40,000.00 |
| Allied Health staff and external agencies will provide professional learning opportunities for staff to develop their capacity and knowledge of strategies and adjustments to use in the classroom. | \$15,000.00 |
| A staff member continues to be appointed in the role of Wellbeing Counsellor to support staff and students with developing their resilience and mental health needs | \$90,113.00 |
| Totals | \$257,446.00 |

Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Employment of a teacher to support MYLNS | from: Term 1 to: Term 4 | \$112,333.00 | <input checked="" type="checkbox"/> School-based staffing |
| Tutor employed to support Numeracy development in Primary areas | from: Term 1 to: Term 4 | | |
| A staff member continues to be appointed in the role of Wellbeing Counsellor to support staff and students with developing their resilience and mental health needs | from: Term 1 to: Term 4 | | |
| Totals | | \$112,333.00 | |

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 |
|---|-----------------|------------------------|----------|
| Allied Health staff and external agencies will provide professional learning opportunities for staff to | from: Term 1 | | |

| | | | |
|---|---------------|--------|--|
| develop their capacity and knowledge of strategies and adjustments to use in the classroom. | to: Term 4 | | |
| Totals | | \$0.00 | |

Additional funding planner – Total Budget

| | |
|----------------------------------|---------------|
| Activities and milestones | Budget |
| Totals | \$0.00 |

Additional funding planner – Equity Funding

| | | | |
|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Additional funding planner – Disability Inclusion Funding

| | | | |
|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Additional funding planner – Schools Mental Health Fund and Menu

| | | | |
|----------------------------------|-------------|-------------------------------|-----------------|
| Activities and milestones | When | Funding allocated (\$) | Category |
| Totals | | \$0.00 | |

Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|--|--|----------------------------------|--|---|--|---|
| Numeracy Leader will facilitate professional learning for staff around the Big Ideas and the proficiencies in Maths and consistent problem-solving strategies using the whole school scope and sequence. | <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Employment of a teacher to support MYLNS | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> MYLYNS Network teacher | <input checked="" type="checkbox"/> On-site |
| Allied Health staff and external agencies will provide professional learning opportunities for staff to develop their capacity and knowledge of strategies and adjustments to use in the classroom. | <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"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| A staff member continues to be appointed in the role of Wellbeing Counsellor to support staff and students with developing their resilience and mental health needs | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Support from Regional staff with Autism training | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|---|----------------------------------|--|--|--|---|
| <p>Undertake regular PLC cycles throughout the year, through the establishment of a PLC leadership team</p> <p>Refine the staff professional calendar to prioritise time for PLC inquiry cycles in learning areas or wellbeing teams PLC middle leadership team identify area/s of focus for first inquiry cycle Schedule first PLC inquiry cycle to begin Week 4, Term 1 Schedule first PLC showcase in Week 6, Term 2 and incorporate learnings into plans for school improvement Organise time for the PLC middle leadership team to work one on one with staff in order to support their inquiry cycle Refresh peer observations in light of PLC inquiry cycle focus Organise learning walks to observe staff practice in chosen area of PLC focus</p> | <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |
| <p>Complete data analysis PD as part of PLC cycle</p> | <input checked="" type="checkbox"/> Leadership team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions | <input checked="" type="checkbox"/> PLC Initiative | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|---|--|---|--|---|--|
| <p>Development of a new transition program that includes visits to partner primary schools and kindergartens. Introduction of new Vocational Pathways course at Year 10. Developing the skill set of the Transit on and pathways team. Networking with other schools.</p> | <p><input checked="" type="checkbox"/> Leading teacher(s)</p> | <p>from: Term 1 to: Term 4</p> | <p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation</p> | <p><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</p> | <p><input checked="" type="checkbox"/> Internal staff</p> | <p><input checked="" type="checkbox"/> On-site</p> |
|---|---|--|---|--|---|--|