

# 2023 Annual Implementation Plan

## for improving student outcomes

Fairhills High School (7823)



Submitted for review by Ian Van Schie (School Principal) on 22 January, 2023 at 12:17 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Emerging
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Leadership</b>	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	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	<p>Although not always quantitative there have been some strong gains in some areas, in particular culture. Role clarity in 2022 was a key focus, in particular leadership. The structural set-up of the school as well as clear job roles, portfolios and goals ensured there was the appropriate amount of support and accountability.</p> <p>The change to sub schools allowed for stronger connections outside of KLA areas. The general staffroom (which previously had been underutilised) during recess and lunchtime was used consistently by most staff members. Teachers were sitting in mixed groups which is distinctly different than what has occurred previously (stay in the their KLA spaces)</p>
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	<p>The development of PLCs have been positive and for the most part teachers have engaged positively to the process. The curriculum and pedagogy leaders led the implementation of the guaranteed and viable curriculum. Teacher shortages emphasised the importance and urgency of GVC as KLA leaders were frequently having to create lesson plans for classes without teachers.</p>
<p><b>Considerations for 2023</b></p>	<p>Less AIP actions and goals  Implementation of the 2023 Instructional model. Use PLCs to PD teachers and then implement in cycles  Provide more time for collaboration  School Enhancement and Learning Interventions Leader position will be new leading teacher position to overcome past issues in these areas.  Inclusions hub will be set-up in the old music hub from Term 4 2023 (dependant on Capital Works)  As FHS will no longer be a SEAL school, High ability students will need to be challenged in different ways (learning and wellbeing results demonstrated that the SEAL program was not improving student outcomes).</p>
<p><b>Documents that support this plan</b></p>	<p>2022 FHS staff handbook updated 12-5-22.pdf (0.8 MB)  2023 FHS AP - Middle School.pdf (0.21 MB)  FHS AP - Senior School.pdf (0.21 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2023 Priorities Goal&lt;/b&gt;&lt;br/&gt;          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>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve learning growth for all students.
<b>Target 2.1</b>	<p><b>NAPLAN</b></p> <p><b>Top 2 bands</b></p> <ul style="list-style-type: none"> <li>• Reading from 9% to 20%,</li> <li>• Writing 8% to 12%</li> <li>• Numeracy 3% to 20%</li> </ul> <p><b>Meeting or above Benchmark Growth</b></p> <ul style="list-style-type: none"> <li>• Reading 52% to 75%</li> <li>• Writing 75% to 85%</li> <li>• Numeracy 45% to 75%</li> </ul> <p><b>VCE</b></p>

	<ul style="list-style-type: none"> <li>• English mean study score 24.07 to 28</li> <li>• Over 37 in English from 0% to 7% and Further Maths from 3% to 7%</li> </ul> <p><b>Staff opinion survey</b></p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 38% to 50%</li> <li>• Use evidence to inform teaching practice from 54% to 66%</li> <li>• Guaranteed and viable curriculum from 44% to 60%</li> <li>• Instructional leadership 50.4% to 60%</li> <li>• Collective efficacy 38.1% to 50%</li> <li>• Academic emphasis from 27.8% to 40%</li> </ul> <p><b>Attitudes to school survey</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 47% to 58%</li> <li>• High expectations for success from 64% to 72%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Building practice excellence</p>	<p>Increase staff capability to deliver a data-informed effective pedagogy for all students.</p>
<p><b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment</p>	<p>Increase the capabilities of staff to deliver inspiring learning built upon a guaranteed and viable curriculum</p>
<p><b>Goal 3</b></p>	<p>Empower students to be actively and positively engaged in their own learning growth</p>
<p><b>Target 3.1</b></p>	<p><b>Attitudes to School survey</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency to 44% from 34%</li> <li>• Stimulated learning from 41% to 54%</li> <li>• Motivation and interest from 47% to 57%</li> </ul>

	<ul style="list-style-type: none"> <li>• Advocate at school from 59% to 64%</li> <li>• Self-regulation and goal setting from 49% to 59%</li> </ul> <p><b>School Staff survey</b></p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 46% to 54%</li> <li>• Staff trust in students and parents 33% to 45%</li> </ul> <p><b>Retention rates</b></p> <ul style="list-style-type: none"> <li>• Year 7-10 real retention data from 57% to 75%</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Empowering students and building school pride</p>	<p>Build whole-school student voice and agency</p>
<p><b>Key Improvement Strategy 3.b</b> Empowering students and building school pride</p>	<p>Identify and build learner characteristics and dispositions</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 9 NAPLAN at and above Benchmark growth in:            Reading to 64% from 52% in 2021            Writing to 80% from 75% in 2021            Numeracy to 60% from 45% in 2021</p> <p>Attitudes to School Survey:            High expectations for success to 68% from 64% in 2021            Differentiated learning challenge to 55% from 47% in 2021            Advocate at school to 62% from 59% in 2021            Sense of connectedness to 44% from 39% in 2021            Managing bullying to 49% from 45% in 2021</p> <p>School Staff Survey:            Collective efficacy to 44% from 38% in 2021            Use evidence to inform teaching to 60% from 54% in 2021            Staff trust in students and parents to 39% from 33% in 2021</p>



<p>Improve learning growth for all students.</p>	<p>Yes</p>	<p><b>NAPLAN</b></p> <p><b>Top 2 bands</b></p> <ul style="list-style-type: none"> <li>• Reading from 9% to 20%,</li> <li>• Writing 8% to 12%</li> <li>• Numeracy 3% to 20%</li> </ul> <p><b>Meeting or above Benchmark Growth</b></p> <ul style="list-style-type: none"> <li>• Reading 52% to 75%</li> <li>• Writing 75% to 85%</li> <li>• Numeracy 45% to 75%</li> </ul> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>• English mean study score 24.07 to 28</li> <li>• Over 37 in English from 0% to 7% and Further Maths from 3% to 7%</li> </ul> <p><b>Staff opinion survey</b></p> <ul style="list-style-type: none"> <li>• Understand how to analyse data from 38% to 50%</li> <li>• Use evidence to inform teaching practice from 54% to 66%</li> <li>• Guaranteed and viable curriculum from 44% to 60%</li> <li>• Instructional leadership 50.4% to 60%</li> <li>• Collective efficacy 38.1% to 50%</li> <li>• Academic emphasis from 27.8% to 40%</li> </ul>	<p>Year 9 students in the top two bands of NAPLAN:  Reading to 15% from 9% in 2021  Writing to 10% from 8% in 2021  Numeracy to 13% from 3% in 2021</p> <p>Year 9 students with NAPLAN at and above Benchmark growth in:  Reading to 64% from 52% in 2021  Writing to 80% from 75% in 2021  Numeracy to 60% from 45% in 2021</p> <p>Improve the VCE English mean scores to 26 from 24.07 in 2021</p> <p>Improve the percentages of students achieving over 37 in:  VCE English to 5% from 0% in 2021  VCE Further Maths to 5% from 3% in 2021</p> <p>Increase the positive response percentages on the Attitudes to School Survey:  High expectations for success to 68% from 64% in 2021  Stimulated learning to 46% from 41% in 2021  Motivation and interest to 49% from 47% in 2021</p> <p>Increase the positive response percentages on the School Staff Survey:  Collective efficacy to 44% from 38% in 2021  Understand how to analyse data to 44% from 38% in 2021</p>
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<p>Empower students to be actively and positively engaged in their own learning growth</p>	<p>Yes</p>	<p><b>Attitudes to School survey</b></p> <ul style="list-style-type: none"> <li>• Student voice and agency to 44% from 34%</li> <li>• Stimulated learning from 41% to 54%</li> <li>• Motivation and interest from 47% to 57%</li> <li>• Advocate at school from 59% to 64%</li> <li>• Self-regulation and goal setting from 49% to 59%</li> </ul> <p><b>School Staff survey</b></p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals from 46% to 54%</li> <li>• Staff trust in students and parents 33% to 45%</li> </ul> <p><b>Retention rates</b></p> <ul style="list-style-type: none"> <li>• Year 7-10 real retention data from 57% to 75%</li> </ul>	<p>Attitudes to School Survey:  Student voice and agency to 39% from 34% in 2021  Stimulated learning to 46% from 41% in 2021  Motivation and interest to 49% from 47% in 2021  Advocate at school to 62% from 59% in 2021  Self-regulation and goal setting to 54% from 49% in 2021</p> <p>School Staff Survey:  Promote student ownership of learning goals to 50% from 46% in 2021</p> <p>Year 7-10 real retention data to 67% from 57.3% in 2021</p>

<b>Goal 1</b>	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.	
<b>12 Month Target 1.1</b>	<p>Year 9 NAPLAN at and above Benchmark growth in:  Reading to 64% from 52% in 2021  Writing to 80% from 75% in 2021  Numeracy to 60% from 45% in 2021</p> <p>Attitudes to School Survey:  High expectations for success to 68% from 64% in 2021  Differentiated learning challenge to 55% from 47% in 2021  Advocate at school to 62% from 59% in 2021  Sense of connectedness to 44% from 39% in 2021  Managing bullying to 49% from 45% in 2021</p> <p>School Staff Survey:  Collective efficacy to 44% from 38% in 2021  Use evidence to inform teaching to 60% from 54% in 2021  Staff trust in students and parents to 39% from 33% in 2021</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>
<p><b>Goal 2</b></p>	<p>Improve learning growth for all students.</p>
<p><b>12 Month Target 2.1</b></p>	<p>Year 9 students in the top two bands of NAPLAN:  Reading to 15% from 9% in 2021  Writing to 10% from 8% in 2021  Numeracy to 13% from 3% in 2021</p> <p>Year 9 students with NAPLAN at and above Benchmark growth in:  Reading to 64% from 52% in 2021  Writing to 80% from 75% in 2021  Numeracy to 60% from 45% in 2021</p> <p>Improve the VCE English mean scores to 26 from 24.07 in 2021</p> <p>Improve the percentages of students achieving over 37 in:  VCE English to 5% from 0% in 2021  VCE Further Maths to 5% from 3% in 2021</p> <p>Increase the positive response percentages on the Attitudes to School Survey:  High expectations for success to 68% from 64% in 2021  Stimulated learning to 46% from 41% in 2021  Motivation and interest to 49% from 47% in 2021</p> <p>Increase the positive response percentages on the School Staff Survey:  Collective efficacy to 44% from 38% in 2021  Understand how to analyse data to 44% from 38% in 2021  Use evidence to inform teaching to 60% from 54% in 2021</p>

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Increase staff capability to deliver a data-informed effective pedagogy for all students.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Increase the capabilities of staff to deliver inspiring learning built upon a guaranteed and viable curriculum	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 implementation of the instructional model is essential for consistency strong and engaging teaching practices. The IM will support teachers to support students with a best practices approach. Teaching staff will be supported through the PLCs and coached by their PLC facilitator.	
<b>Goal 3</b>	Empower students to be actively and positively engaged in their own learning growth	
<b>12 Month Target 3.1</b>	<p>Attitudes to School Survey:  Student voice and agency to 39% from 34% in 2021  Stimulated learning to 46% from 41% in 2021  Motivation and interest to 49% from 47% in 2021  Advocate at school to 62% from 59% in 2021  Self-regulation and goal setting to 54% from 49% in 2021</p> <p>School Staff Survey:  Promote student ownership of learning goals to 50% from 46% in 2021</p> <p>Year 7-10 real retention data to 67% from 57.3% in 2021</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Build whole-school student voice and agency</p>	<p>Yes</p>
<p><b>KIS 2</b> Empowering students and building school pride</p>	<p>Identify and build learner characteristics and dispositions</p>	<p>Yes</p>
<p>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.</p>	<p>The 2021 school review identified empowering students as a key goal. In 2022-2023 the school will focus on student leadership and voice. In 2023-2024 the school will focus on student agency.</p>	

# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2023 Priorities Goal</b>                  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>
<p><b>12 Month Target 1.1</b></p>	<p>Year 9 NAPLAN at and above Benchmark growth in:                  Reading to 64% from 52% in 2021                  Writing to 80% from 75% in 2021                  Numeracy to 60% from 45% in 2021</p> <p>Attitudes to School Survey:                  High expectations for success to 68% from 64% in 2021                  Differentiated learning challenge to 55% from 47% in 2021                  Advocate at school to 62% from 59% in 2021                  Sense of connectedness to 44% from 39% in 2021                  Managing bullying to 49% from 45% in 2021</p> <p>School Staff Survey:                  Collective efficacy to 44% from 38% in 2021                  Use evidence to inform teaching to 60% from 54% in 2021                  Staff trust in students and parents to 39% from 33% in 2021</p>
<p><b>KIS 1</b>                  Priority 2023 Dimension</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p>Develop and enhance learning practices and programs that challenges and supports each student at their point of need.                  Implement the Disability Inclusion model with fidelity.                  Develop the capability of staff to ensure IEPs are implemented effectively</p>
<p><b>Outcomes</b></p>	<p>Students will:                  Be supported and challenged at their point of need</p>

	<p>Feel actively engaged in their learning and develop their learning confidence Have medium to high growth (learning success)</p> <p>Staff will: Understand individual student needs Work collaboratively to develop unit &amp; lesson plans that allow all students to have success Regularly monitor the impact of practices against student learning growth</p> <p>Leaders will: Regularly monitor, support and provide explicit guidance to staff Work closely with parents/carers and external agencies and support</p> <p>Community will: Feel empowered and supported.</p>			
<b>Success Indicators</b>	<p>Staff and student surveys Essential Assessment learning growth NAPLAN/VCE results Learning walks and observation notes Data walls</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Provide appropriate and targeted professional development for the Learning Inclusion Leader (LIL) e.g. ABLES assessment tools and resources.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide appropriate resources and support to Year 7&8 English and Mathematics teachers to develop effective flexible learning groups	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader  <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader  <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Students with low growth, below NAPLAN minimum standard or who need extension to be supported with inclusive programs and practices.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$213,045.13

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a 2024 Y7-10 STEAM program with intentional connection between curriculum standards and assessment; and a focus on inquiry, collaboration, and process-based learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> STEM Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LIL to provide appropriate support and resources to Team Leaders and staff so high-quality Tier 2 IEPs are developed and implemented successfully.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$60,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
<b>KIS 2</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Focus on a Supportive & Orderly Learning Environment (SOLE): Continued implementation of the School-Wide Positive Behaviour Support (SWPBS) action plan. Develop a positive learning culture through the school's values and professional expectations. Ensure policies and procedures are consistently implemented across the school.			
<b>Outcomes</b>	<p>Students will:</p> Clearly understand classroom rules, expectations, and behaviours and develop a range of positive strategies to respond. Have an adult(s) at the school they trust. Be recognised for positive behaviours. <p>Staff will:</p> Live and breath the FHS professional expectations Actively teach lessons on school- wide, non-classroom and classroom expectations, rules and procedures. Develop restorative conversations with students to re-engage them back into the classroom. <p>Leaders will:</p> Live and breath the FHS professional expectations Lead the community and publicly endorse SWPBS to establish a common philosophy and purpose. <p>Community will:</p> Use a common language to discuss behaviour Be connected, proud and supportive of the school.			
<b>Success Indicators</b>	Annual SWPBS Self- Assessment survey Tiered Fidelity Inventory measure Departmental surveys e.g. Attitudes to schools student survey Reduction of class removals and suspensions			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide ongoing support and resources to implement and embed the SWPBS matrix school wide.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop, implement, monitor and evaluate the non-negotiable behaviour process linked to the school values.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Effectively utilise the FHS attendance process.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Team Leader(s)		to: Term 4	<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
Provided ongoing PD, support and accountability to staff of the school's professional expectations, with a focus on positive language and restorative conversations.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Middle School THRIVE teachers to focus on green, yellow and orange student management responses.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" 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
<b>Goal 2</b>	Improve learning growth for all students.			
<b>12 Month Target 2.1</b>	<p>Year 9 students in the top two bands of NAPLAN:  Reading to 15% from 9% in 2021  Writing to 10% from 8% in 2021  Numeracy to 13% from 3% in 2021</p> <p>Year 9 students with NAPLAN at and above Benchmark growth in:  Reading to 64% from 52% in 2021  Writing to 80% from 75% in 2021  Numeracy to 60% from 45% in 2021</p> <p>Improve the VCE English mean scores to 26 from 24.07 in 2021</p> <p>Improve the percentages of students achieving over 37 in:  VCE English to 5% from 0% in 2021  VCE Further Maths to 5% from 3% in 2021</p> <p>Increase the positive response percentages on the Attitudes to School Survey:  High expectations for success to 68% from 64% in 2021  Stimulated learning to 46% from 41% in 2021  Motivation and interest to 49% from 47% in 2021</p> <p>Increase the positive response percentages on the School Staff Survey:  Collective efficacy to 44% from 38% in 2021  Understand how to analyse data to 44% from 38% in 2021  Use evidence to inform teaching to 60% from 54% in 2021</p>			
<b>KIS 1</b> Building practice excellence	Increase staff capability to deliver a data-informed effective pedagogy for all students.			

<b>Actions</b>	Embed the FHS instructional model with fidelity by effectively utilising PLCs. Cultivate a coaching culture. Develop a whole school approach to numeracy and literacy.			
<b>Outcomes</b>	<p>Students will:          Learn in stimulating, consistent and effective learning environments          Actively participate in their learning and be collaborative and enthusiastic learners</p> <p>Teachers will:          Be active and engaged collective learners          Utilise the IM in all classes          Motivate all students at their point of need in a stimulating learning environment</p> <p>Leaders will:          Provide the appropriate resources and supports to staff          Build teaching and leadership expertise</p> <p>Community will:          understanding the importance of the instructional model.</p>			
<b>Success Indicators</b>	Community surveys e.g. AToSS Learning walks and lesson observations PDPs			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Monday Professional Learning to be privileged PLC time with a focus on implementing and embedding the 2023 FHS Instructional Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement 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
Create ongoing connections with the PLC network and lead school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(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
Design, implement and monitor a coaching program that focuses on the coachee as a learner first.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <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



<p>Provide ongoing support, resources and PD opportunities (one per term) to develop evidence based effective numeracy and literacy practices school wide.</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <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
<b>KIS 2</b> Curriculum planning and assessment	Increase the capabilities of staff to deliver inspiring learning built upon a guaranteed and viable curriculum			
<b>Actions</b>	Creation of unit plans/scope and sequences and lesson plans. Ongoing monitoring of curriculum documents (Y7-12). Development of learning growth assessment and reporting.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be provided with a voice in curriculum development</li> <li>Have the opportunity and time to learn</li> <li>Increase learning growth in all subjects</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>Use the school's curriculum action plan and policy to create unit plans that are coherent and explicit</li> <li>Work collaboratively to develop lesson plans that allow all students to have success</li> <li>Develop and implement an appropriate assessment schedule with associated accountability</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide the appropriate resources to staff</li> </ul>			

	<p>Develop a shared vision, common language and a shared understanding of the school's processes for curriculum planning, monitoring, evaluation and review.          Ensure that data is published and easily accessible to the school community</p> <p>Community will:          Be provided with a voice in curriculum development          Be regularly updated on learning growth via Compass and other communication methods</p>			
<b>Success Indicators</b>	<p>Audit curriculum on Google shared drive          Staff survey          Student survey (2024)          NAPLAN (2024)</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Document guaranteed and viable curriculum. Semester 2, 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Document guaranteed and viable curriculum. 2024 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop assessment (formative priority) and reporting best practices that focus on learning growth.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader  <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 3</b>	Empower students to be actively and positively engaged in their own learning growth			
<b>12 Month Target 3.1</b>	Attitudes to School Survey: Student voice and agency to 39% from 34% in 2021 Stimulated learning to 46% from 41% in 2021 Motivation and interest to 49% from 47% in 2021 Advocate at school to 62% from 59% in 2021 Self-regulation and goal setting to 54% from 49% in 2021  School Staff Survey: Promote student ownership of learning goals to 50% from 46% in 2021			

	Year 7-10 real retention data to 67% from 57.3% in 2021			
<b>KIS 1</b> Empowering students and building school pride	Build whole-school student voice and agency			
<b>Actions</b>	Review existing processes to capture current views of student voice, agency and leadership using the Amplify tool kit.			
<b>Outcomes</b>	<p>Students will:            Feel their voice is heard            Contribute to key decision making and planning</p> <p>Staff will:            Create a safe learning environment built on trust and respect            Empower students to present their own ideas, opinions, knowledge and experience</p> <p>Leaders will:            Empower students to have democratic voice in the running of the school            Develop a culture that embraces a whole school community approach to adult-student partnerships</p> <p>Community will:            Contribute to decision making            Have an increased connectedness to the school</p>			
<b>Success Indicators</b>	Amplify self-evaluation toolkit Attitudes to school survey Parent opinion survey School staff survey Community focus groups Greater community involvement			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Review existing processes to capture current views of student voice, agency and leadership using the Amplify tool kit.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>SRC with support from AP of wellbeing and SALs to develop a proposal for a Term 3 2023 student led canteen.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Members of SRC to meet with SIT once a term to discuss school improvements.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop inspiring theme based unit and lesson plans for house sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 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
Develop a 2024-2025 Amplify plan that encompasses voice, leadership and agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 2</b> Empowering students and building school pride	Identify and build learner characteristics and dispositions			
<b>Actions</b>	Develop learning dispositions/character strengths through the THRIVE and Connect programs (Years 7-12) with a focus on Respectful Relationships.			
<b>Outcomes</b>	<p>Students will: Develop confidence and a forward-facing attitudes to learning Explore a growth mindset</p> <p>Staff will: Encourage a greater degree of student-led learning activities Support students to develop a growth mindset via learning opportunities and role-modelling</p> <p>Leaders will: Lead by example and teach a THRIVE class Co-create development programs that support the development of learning dispositions</p> <p>Community will: Actively participate in programs that enhance learning dispositions Be supported to develop a growth mindset</p>			
<b>Success Indicators</b>	<p>Improved levels of satisfaction in terms of student, staff and parent surveys Increased resilience and confidence levels Decreased student management issues Increased attendance</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

<p>Develop a guaranteed and viable THRIVE curriculum with a focus on Respectful Relationships in all year levels.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Careers Leader/Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Develop 2024 THRIVE theme/topic that has cross curricular connections and assessment links with other subjects in Year 7 &amp; 8</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>



## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$280,045.13	-\$280,045.13
Disability Inclusion Tier 2 Funding	\$0.00	\$167,387.85	-\$167,387.85
Schools Mental Health Fund and Menu	\$0.00	\$42,939.76	-\$42,939.76
<b>Total</b>	<b>\$0.00</b>	<b>\$490,372.74</b>	<b>-\$490,372.74</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	\$20,000.00
Provide appropriate and targeted professional development for the Learning Inclusion Leader (LIL) e.g. ABLES assessment tools and resources.	\$20,000.00
Provide appropriate resources and support to Year 7&8 English and Mathematics teachers to develop effective flexible learning groups	\$25,000.00
Students with low growth, below NAPLAN minimum standard or who need extension to be supported with inclusive programs and practices.	\$213,045.13
LIL to provide appropriate support and resources to Team Leaders and staff so high-quality Tier 2 IEPs are developed and implemented successfully.	\$60,000.00

Provide ongoing support and resources to implement and embed the SWPBS matrix school wide.	\$5,000.00
Provided ongoing PD, support and accountability to staff of the school's professional expectations, with a focus on positive language and restorative conversations.	\$10,000.00
Middle School THRIVE teachers to focus on green, yellow and orange student management responses.	\$15,000.00
Design, implement and monitor a coaching program that focuses on the coachee as a learner first.	\$24,000.00
Provide ongoing support, resources and PD opportunities (one per term) to develop evidence based effective numeracy and literacy practices school wide.	\$40,000.00
Document guaranteed and viable curriculum. Semester 2, 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	\$10,000.00
Document guaranteed and viable curriculum. 2024 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	\$10,000.00
Develop assessment (formative priority) and reporting best practices that focus on learning growth.	\$15,000.00
Develop a guaranteed and viable THRIVE curriculum with a focus on Respectful Relationships in all year levels.	\$10,000.00
<b>Totals</b>	<b>\$477,045.13</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 1		
Provide appropriate resources and support to Year 7&8 English and Mathematics teachers to develop effective flexible learning groups	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Students with low growth, below NAPLAN minimum standard or who need extension to be supported with inclusive programs and practices.	from: Term 1 to: Term 4	\$163,045.13	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Provide ongoing support and resources to implement and embed the SWPBS matrix school wide.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Middle School THRIVE teachers to focus on green, yellow and orange student management responses.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Design, implement and monitor a coaching program that focuses on the coachee as a learner first.	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Provide ongoing support, resources and PD opportunities (one per term) to develop evidence based effective numeracy and literacy practices school wide.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Document guaranteed and viable curriculum. Semester 2, 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 1 to: Term 2	\$6,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Document guaranteed and viable curriculum. 2024 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 3 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop assessment (formative priority) and reporting best practices that focus on learning growth.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$280,045.13	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Middle school leaders</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Provide appropriate and targeted professional development for the Learning Inclusion Leader (LIL) e.g.	from: Term 1	\$20,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>

ABLES assessment tools and resources.	to: Term 2		<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Middle school leaders</li> <li>• Principal Class</li> </ul>
Provide appropriate resources and support to Year 7&8 English and Mathematics teachers to develop effective flexible learning groups	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Students with low growth, below NAPLAN minimum standard or who need extension to be supported with inclusive programs and practices.	from: Term 1 to: Term 4	\$65,387.85	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul> <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability Inclusion Coordinator</li> </ul>
LIL to provide appropriate support and resources to Team Leaders	from: Term 2	\$40,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

and staff so high-quality Tier 2 IEPs are developed and implemented successfully.	to: Term 4		<ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Professional learning for school-based staff</li> <li>•</li> <li><input checked="" type="checkbox"/> CRT</li> <li>•</li> </ul>
Provided ongoing PD, support and accountability to staff of the school's professional expectations, with a focus on positive language and restorative conversations.	from: Term 1 to: Term 4	\$10,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul> </li> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</li> <li>•</li> </ul>
Document guaranteed and viable curriculum. Semester 2, 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 1 to: Term 2	\$3,500.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> </li> </ul>
Document guaranteed and viable curriculum. 2024 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 3 to: Term 4	\$3,500.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> </li> </ul>
Develop assessment (formative priority) and reporting best practices that focus on learning growth.	from: Term 1 to: Term 4	\$5,000.00	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>•</li> </ul> </li> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</li> <li>•</li> </ul>

<b>Totals</b>		\$167,387.85	
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### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	from: Term 1 to: Term 1	\$7,939.76	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (Edupay)</li> </ul>
LIL to provide appropriate support and resources to Team Leaders and staff so high-quality Tier 2 IEPs are developed and implemented successfully.	from: Term 2 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Middle School THRIVE teachers to focus on green, yellow and orange student management responses.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Respectful Relationships (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (Edupay)</li> </ul>
Develop a guaranteed and viable THRIVE curriculum with a focus on Respectful Relationships in all year levels.	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
<b>Totals</b>		\$42,939.76	

### 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
Complete all required IEPs (Koori, OoHC, PSD) and provided PD and ongoing supports to staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Provide appropriate and targeted professional development for the Learning Inclusion Leader (LIL) e.g. ABLES assessment tools and resources.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site PD
Provide appropriate resources and support to Year 7&8 English and Mathematics teachers to develop effective flexible learning groups	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> </ul>					
Develop a 2024 Y7-10 STEAM program with intentional connection between curriculum standards and assessment; and a focus on inquiry, collaboration, and process-based learning.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> STEM Coordinator</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> VCAA Curriculum Specialist</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<input checked="" type="checkbox"/> On-site
LIL to provide appropriate support and resources to Team Leaders and staff so high-quality Tier 2 IEPs are developed and implemented successfully.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team					
Provide ongoing support and resources to implement and embed the SWPBS matrix school wide.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop, implement, monitor and evaluate the non-negotiable behaviour process linked to the school values.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>Provided ongoing PD, support and accountability to staff of the school's professional expectations, with a focus on positive language and restorative conversations.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Middle School THRIVE teachers to focus on green, yellow and orange student management responses.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Disability Inclusion Coordinator</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Document guaranteed and viable curriculum. Semester 2, 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Document guaranteed and viable curriculum. 2024 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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
Develop a 2024-2025 Amplify plan that encompasses voice, leadership and agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop 2024 THRIVE theme/topic that has cross curricular connections and assessment links with other subjects in Year 7 & 8	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)					
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