

# 2022 Annual Implementation Plan

## for improving student outcomes

Fairhills High School (7823)



Submitted for review by Ian Van Schie (School Principal) on 27 February, 2022 at 10:10 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2022

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

<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>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations 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>2021 was a year of evaluating the school, it's culture, identity, processes and practices, strengths and areas for improvement. This deep evaluation culminated in a school review Term 4. Currently the school has a very insular approach. It looks inwards, not outwards to determine best practices. This has led to a lack of curiosity and cultural stagnation. There is a real lack of role clarity and effective processes and procedures (an adhoc approach is often taken). Staff have been frustrated by these fundamental failures. Competent leaders have been burdened with additional work outside of their roles as staff look to them for much needed support. This has perpetuated lack of role clarity and made these leaders less effective in their portfolio.</p>
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	<p>The evaluation also showed a lack of stimulating and 21st century teaching practices within the classroom. Many students are compliant but not on task. There is a lack of high expectations, differentiation and feedback provided to students. Data triangulation has confirmed this.</p> <p>It was difficult to implement new initiatives e.g. PLC and the instructional model due to the Covid outbreaks and subsequent lock downs which occurred from mid-year. However, we were able to make some fundamental changes for next year by the end of 2022.</p>
<p><b>Considerations for 2022</b></p>	<p>Need to embed preconditions for improvement. Focus on differentiation for teachers in their professional learning. Coaching will be a major strategy in 2022 and look to embed it as common practice by 2023. We have changed the structure of the school. Instead of KLA based we have moved to two sub-school to make it more student focused. Students need safe and supportive spaces. PLCs will help drive our new instructional model. Coaching will be linked to this model.</p>
<p><b>Documents that support this plan</b></p>	<p>2021 Attitudes to School Survey - Summary Report.xlsx (0.16 MB)  2021 equity funded data.docx (0.47 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 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 3% to 20%, writing 8% to 12% and 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%, writing 75% to 85%, numeracy 45% to 75%</li> </ul> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>• English mean study score 23.76 to 28</li> </ul>

	<ul style="list-style-type: none"> <li>• Over 37 in English from 4% to 7% and Further Maths from 0% 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% and 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%, collective efficacy 38.1% to 50% and academic emphasis from 27.8% to 40%</li> </ul> <p><b>Student 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>	Increase staff capability to deliver a data-informed effective pedagogy
<p><b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment</p>	Increase the capabilities of staff to deliver inspiring learning built upon a guaranteed and viable curriculum
<p><b>Key Improvement Strategy 2.c</b> Vision, values and culture</p>	Develop a culture of high expectations
<p><b>Goal 3</b></p>	Empower students to be effective learners
<p><b>Target 3.1</b></p>	<b>Student survey</b>

	<ul style="list-style-type: none"> <li>• student voice and agency from 34% to 44%, managing bullying 45% to 54% and advocate at school 59% to 64%</li> <li>• stimulated learning from 41% to 54%, motivation and interest from 47% to 57%</li> <li>• self-regulation and goal setting from 49% to 59%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build whole-school student voice and agency
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	Effectively use feedback to improve student outcomes
<b>Key Improvement Strategy 3.c</b> Evidence-based high-impact teaching strategies	Identify and build learner characteristics and dispositions
<b>Goal 4</b>	Improve the wellbeing and connectedness of all students
<b>Target 4.1</b>	<b>Student survey</b> <ul style="list-style-type: none"> <li>• sense of connectedness from 39% to 50%, teacher concern from 31% to 40% and advocate at school from 59% to 65%</li> <li>• managing bullying 45% to 54% and respect for diversity from 37% to 47%</li> </ul> <b>Staff survey</b> <ul style="list-style-type: none"> <li>• staff trust in colleagues from 68% to 75%</li> <li>• staff trust in students and parents 33% to 45%</li> </ul>

	<p><b>Parent survey</b></p> <ul style="list-style-type: none"> <li>• school pride and confidence from 66% to 78%</li> <li>• physical environment 54% to 75%</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion</p>	Develop and embed a collaborative commitment to SOLE
<p><b>Key Improvement Strategy 4.b</b> Vision, values and culture</p>	Support the needs of all students to progress their learning in a positive environment
<p><b>Key Improvement Strategy 4.c</b> Building communities</p>	Further enhance extra-curricular and community initiatives



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Wellbeing</p> <p>Learning</p>
Improve learning growth for all students	Yes	<p><b>NAPLAN</b></p> <p><b>Top 2 bands</b></p> <ul style="list-style-type: none"> <li>Reading from 3% to 20%, writing 8% to 12% and numeracy 3% to 20%</li> </ul>	<p>Top 2 bands</p> <p>Reading from 3% to 8%, writing 8% to 9% and numeracy 3% to 8%</p> <p>Meeting or above Benchmark Growth</p> <p>Reading 52% to 58%, writing 75% to 78%, numeracy 45% to 53%</p> <p>VCE</p>

		<p><b>Meeting or above Benchmark Growth</b></p> <ul style="list-style-type: none"> <li>• Reading 52% to 75%, writing 75% to 85%, numeracy 45% to 75%</li> </ul> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>• English mean study score 23.76 to 28</li> <li>• Over 37 in English from 4% to 7% and Further Maths from 0% 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% and 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%, collective efficacy 38.1% to 50% and academic emphasis from 27.8% to 40%</li> </ul> <p><b>Student 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>English mean study score 23.76 to 25 Over 37 in English from 4% to 5% and Further Maths from 0% to 4%</p> <p>Staff opinion survey understand how to analyse data from 38% to 41% and use evidence to inform teaching practice from 54% to 57% guaranteed and viable curriculum from 44% to 48% instructional leadership 50.4% to 53%, collective efficacy 38.1% to 41% and academic emphasis from 27.8% to 31%</p> <p>Student survey differentiated learning challenge from 47% to 49% high expectations for success from 64% to 66%</p>
Empower students to be effective learners	Yes	<b>Student survey</b>	Student survey student voice and agency from 34% to 37%, managing bullying 45% to 47% and

		<ul style="list-style-type: none"> <li>• student voice and agency from 34% to 44%, managing bullying 45% to 54% and advocate at school 59% to 64%</li> <li>• stimulated learning from 41% to 54%, motivation and interest from 47% to 57%</li> <li>• self-regulation and goal setting from 49% to 59%</li> </ul>	<p>advocate at school 59% to 61%  stimulated learning from 41% to 44%,  motivation and interest from 47% to 49%  self-regulation and goal setting from 49% to 51%</p>
<p>Improve the wellbeing and connectedness of all students</p>	<p>Yes</p>	<p><b>Student survey</b></p> <ul style="list-style-type: none"> <li>• sense of connectedness from 39% to 50%, teacher concern from 31% to 40% and advocate at school from 59% to 65%</li> <li>• managing bullying 45% to 54% and respect for diversity from 37% to 47%</li> </ul> <p><b>Staff survey</b></p> <ul style="list-style-type: none"> <li>• staff trust in colleagues from 68% to 75%</li> <li>• staff trust in students and parents 33% to 45%</li> </ul> <p><b>Parent survey</b></p> <ul style="list-style-type: none"> <li>• school pride and confidence from 66% to 78%</li> <li>• physical environment 54% to 75%</li> </ul>	<p>Student survey  sense of connectedness from 39% to 41%, teacher concern from 31% to 33% and advocate at school from 59% to 61%  managing bullying 45% to 47% and respect for diversity from 37% to 39%</p> <p>Staff survey  staff trust in colleagues from 68% to 70%  staff trust in students and parents 33% to 35%</p> <p>Parent survey  school pride and confidence from 66% to 69%  physical environment 54% to 60%</p>

<b>Goal 1</b>	<b>2022 Priorities Goal</b>  Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
<b>12 Month Target 1.1</b>	Wellbeing  Learning	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
<b>Goal 2</b>	Improve learning growth for all students	
<b>12 Month Target 2.1</b>	Top 2 bands Reading from 3% to 8%, writing 8% to 9% and numeracy 3% to 8%  Meeting or above Benchmark Growth Reading 52% to 58%, writing 75% to 78%, numeracy 45% to 53%	

	<p>VCE English mean study score 23.76 to 25 Over 37 in English from 4% to 5% and Further Maths from 0% to 4%</p> <p>Staff opinion survey understand how to analyse data from 38% to 41% and use evidence to inform teaching practice from 54% to 57% guaranteed and viable curriculum from 44% to 48% instructional leadership 50.4% to 53%, collective efficacy 38.1% to 41% and academic emphasis from 27.8% to 31%</p> <p>Student survey differentiated learning challenge from 47% to 49% high expectations for success from 64% to 66%</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	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
<b>KIS 3</b> Vision, values and culture	Develop a culture of high expectations	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.	<p>Staff survey and other data e.g. school review clearly show the need for professional learning and support to increase data literacy. As we are implementing PLCs in 2022 it is essential our staff have increased capability in utilising different forms of data.</p> <p>Guaranteed and viable curriculum is at 44% (compared to similar schools at 60%). Templates are inconsistent, lack differentiation strategies and practices and vary in depth according to KLAs. There will be high expectations on curriculum development so students have a rigorous and dynamic learning at their point of need. In 2021 stimulating learning in Y10-12 was only at 30% (compared to 47% similar schools), whilst Y7-9 was 52% (compared to 47% similar schools) which was an increase of 7% from 2020.</p>	

	High expectations is another precondition to school improvement. Teacher concern (building positive relationships with students) is essential for high expectations. Teacher concern was at 37% in Y7-9 (compared to 34% similar schools) and 24% in Y10-12 (compared to 35% similar schools). Effort and high expectations show similar trends.	
<b>Goal 3</b>	Empower students to be effective learners	
<b>12 Month Target 3.1</b>	Student survey student voice and agency from 34% to 37%, managing bullying 45% to 47% and advocate at school 59% to 61% stimulated learning from 41% to 44%, motivation and interest from 47% to 49% self-regulation and goal setting from 49% to 51%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build whole-school student voice and agency	Yes
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Effectively use feedback to improve student outcomes	Yes
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Identify and build learner characteristics and dispositions	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>Build whole-school student voice and agency - The school will only focus on student voice in the first two years of the SP (2022/2023)  The school review identified feedback as essential for student growth.  By identify and building learner characteristics and dispositions student will begin to acquire such skills as Metacognition. It will also support the development of self-confidence and resilience which is identified as low in the data sets. These skills will support the implementation of student agency in 2024.</p>	
<p><b>Goal 4</b></p>	<p>Improve the wellbeing and connectedness of all students</p>	
<p><b>12 Month Target 4.1</b></p>	<p>Student survey  sense of connectedness from 39% to 41%, teacher concern from 31% to 33% and advocate at school from 59% to 61% managing bullying 45% to 47% and respect for diversity from 37% to 39%</p> <p>Staff survey  staff trust in colleagues from 68% to 70%  staff trust in students and parents 33% to 35%</p> <p>Parent survey  school pride and confidence from 66% to 69%  physical environment 54% to 60%</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b>  Setting expectations and promoting inclusion</p>	<p>Develop and embed a collaborative commitment to SOLE</p>	<p>Yes</p>
<p><b>KIS 2</b>  Vision, values and culture</p>	<p>Support the needs of all students to progress their learning in a positive environment</p>	<p>Yes</p>
<p><b>KIS 3</b>  Building communities</p>	<p>Further enhance extra-curricular and community initiatives</p>	<p>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.

A supportive (safe) and orderly learning environment is a precondition to school improvement . According to literature it should be the primary focus for underperforming schools (which Fairhills currently is). 2019 Similar school percentiles linked to this include school connectedness 16%, effective classroom behaviour 26% and high expectations for success 6% . Students need to feel well-known and liked by staff. This ties into the the second KPI as students will be able to improve their outcomes as when they have advocates they build connectedness and confidence. Similar school percentiles linked to this include advocate at school 13% and managing bullying 16%. Students have lacked opportunities due to internal issues as well as Covid in the last two years. Currently the school only has a Year 7 camp. Although the school has some external connections the school can develop and maintain stronger relationships with community.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	Wellbeing  Learning
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Develop and enhance learning programs and supports with a focus on numeracy
<b>Outcomes</b>	Students will: Develop an increased level of confidence and success in their learning Feel actively engaged in their learning  Staff will: Explicitly teach numeracy and literacy in all classrooms Develop rubrics with numeracy and literacy criteria Regularly monitor the impact of numeracy and literacy practices against student learning growth  Leaders will: Use evidence based data to inform numeracy and literacy improvement strategies Regularly monitor, support and provide explicit guidance to staff  Community will:

	Understand the importance of improving numeracy and literacy outcomes for all students.			
<b>Success Indicators</b>	Staff and student surveys Essential Assessment learning growth NAPLAN/VCE results Learning walk and lesson observation notes Data walls			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Implement QuickSmart numeracy program in Year 7 and 8	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$60,000.00  <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
Effectively utilise the Student Excellence Program (targeted initiative)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,465.00  <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
Evaluate the effectiveness of the REACH program (literacy) to determine 2023 needs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input 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
Develop subject wide assessment rubrics with numeracy and literacy criteria	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Evaluate current whole school numeracy and literacy strategies and report findings to SIT in early Term 2.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" 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>Develop two to three evidence-based whole school strategies to improve numeracy and literacy outcomes</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input checked="" 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>Support students through the tutoring learning initiative whose learning growth has been substantially impacted by Covid-19</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$150,486.01</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
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Ensure the disability inclusion funding model is being implemented with fidelity</p> <p>Develop the capability of staff to support the implementation of IEPs</p> <p>Continue to develop wellbeing and mental health programs and individual supports</p>			
<b>Outcomes</b>	<p>Students will:</p> <p>Have agency in the development of their IEP</p> <p>Feel more confident and empowered in their learning</p> <p>Engage in the wellbeing supports provided by the school</p> <p>Staff will:</p> <p>Develop their understanding of IEPs</p> <p>Build their capability to implement classroom strategies for all students</p> <p>Leaders will:</p> <p>Provide the appropriate resources and supports to key stakeholders</p> <p>Develop and deliver ongoing professional development that builds staff capability to support level 2 and 3 students</p> <p>Community will:</p> <p>Be involved in developing IEPs (parents/carers)</p> <p>Provide constructive feedback to the school on wellbeing programs and supports</p>			
<b>Success Indicators</b>	<p>40% of our students will have IEP's with targeted interventions</p> <p>An increase in Tier 3 funded students</p>			

	Learning walk and lesson observation notes, with a focus on support for Integration students and those on IEPs A decrease in the number of students requiring wellbeing triage/intervention supports A decrease in IRIS reports Student and Parent Survey Data related to a 'supportive classroom', and 'mental health and wellbeing supports'			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide ongoing professional development on the Disability Inclusion Funding Model to staff	<input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <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 and targeted professional development for the Learning Interventions Leader (LIL) e.g. ABLES assessment tools and resources.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Sub School 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 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
LIL to provide appropriate support and resources to Team Leaders and teaching staff so high-quality IEPs can be developed and implemented successfully.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00  <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
Review, refine and develop wellbeing programs and supports.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,000.00  <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
<b>Goal 2</b>	Improve learning growth for all students			

<p><b>12 Month Target 2.1</b></p>	<p>Top 2 bands Reading from 3% to 8%, writing 8% to 9% and numeracy 3% to 8%</p> <p>Meeting or above Benchmark Growth Reading 52% to 58%, writing 75% to 78%, numeracy 45% to 53%</p> <p>VCE English mean study score 23.76 to 25 Over 37 in English from 4% to 5% and Further Maths from 0% to 4%</p> <p>Staff opinion survey understand how to analyse data from 38% to 41% and use evidence to inform teaching practice from 54% to 57% guaranteed and viable curriculum from 44% to 48% instructional leadership 50.4% to 53%, collective efficacy 38.1% to 41% and academic emphasis from 27.8% to 31%</p> <p>Student survey differentiated learning challenge from 47% to 49% high expectations for success from 64% to 66%</p>
<p><b>KIS 1</b> Building practice excellence</p>	<p>Increase staff capability to deliver a data-informed effective pedagogy</p>
<p><b>Actions</b></p>	<p>Implement PLCs to identify and cater for individual needs of all students. Implement the FHS instructional model with fidelity by utilising PLCs</p>
<p><b>Outcomes</b></p>	<p>Students will: Learn in stimulating, consistent and effective learning environments Be supported at their zone of proximal development Actively participate in their learning and be collaborative and enthusiastic learners</p> <p>Teachers will: Motivate all students to engage in a stimulated learning environment Provide learning opportunities at each student's zone of proximal development</p> <p>Leaders will: Provide the appropriate resources and supports to staff</p>



	Support staff so data is accessible and utilised on a daily basis to inform practice			
	Community will: be regularly updated on learning growth via the Learning Tasks module on Compass (parents/carers) be informed of learning growth and success via communication e.g. newsletters/E-sign			
<b>Success Indicators</b>	Staff and student surveys Learning walks and lesson observations			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Thursday Professional Learning to be privileged PLC time with a focus on the FHS Instructional Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Key leaders to complete external professional learning on data.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <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
PLC leaders to revisit PLC learning from 2021 and create a structure, vision and implementation plan.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Create PLC network with others schools	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Provide eight weeks of PLC professional learning to staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs are formalised, aligned with the AIP and utilise the FISO improvement cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<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>	Evaluate and diagnose the current curriculum whole-school approach Prioritise and set goals, develop and plan curriculum planning			
<b>Outcomes</b>	<p>Students will: Be provided with a voice in curriculum development Have the opportunity and time to learn Increase learning growth in all subjects</p> <p>Staff will: Use the school's curriculum action plan and policy to create unit plans that are coherent and explicit Work collaboratively to develop lesson plans that allow all students to have success Develop and implement an appropriate assessment schedule with associated accountability</p> <p>Leaders will: Provide the appropriate resources to staff 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 accessible and structures are in place to monitor the implementation of the assessment schedule</p> <p>Community will: be provided with a voice in curriculum development</p>			
<b>Success Indicators</b>	Staff survey student survey (2023) NAPLAN (2023)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Review the current curriculum structures using the VCAA self-assessment tool as a starting point.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 1	<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 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"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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 comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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>KIS 3</b> Vision, values and culture	Develop a culture of high expectations			
<b>Actions</b>	Develop a coaching culture Develop a consistent and clear understanding of high expectations Implement strategies to support the FHS professional expectations			
<b>Outcomes</b>	Students will: Have a clear understanding of what they are learning and what they need to do to be successful Expect to be challenged and supported to achieve their potential  Staff will: Actively engage in the coaching program for self-improvement Develop greater confidence in the power of teaching to make a difference to all students  Leaders will: Build teaching and leadership expertise Develop a staff culture of sharing and responsibility  Community will: Develop a shared understanding of high expectations at FHS			
<b>Success Indicators</b>	Staff survey e.g. collective efficacy Student, parents and staff surveys			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Provided ongoing professional learning to coaches. Primary resources will include the AITSL coaching toolkit, The Coaching Habit and other relevant resources.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Classroom observations/learning walks to evaluate current practices with a focus on Stage 1 of the Instructional model - 'teachers engage, students focus'</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00  <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
<p>Design, implement and monitor a coaching program that focuses on the coachee as a learner first.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Evaluate current attitudes of high expectations.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <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
Teachers to utilise and embed two of Lemov's five concrete strategies within their classes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <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 and monitor high expectations strategies within the school's new structures.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00  <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 effective learners			
<b>12 Month Target 3.1</b>	Student survey student voice and agency from 34% to 37%, managing bullying 45% to 47% and advocate at school 59% to 61% stimulated learning from 41% to 44%, motivation and interest from 47% to 49% self-regulation and goal setting from 49% to 51%			
<b>KIS 1</b> Empowering students and building school pride	Build whole-school student voice and agency			
<b>Actions</b>	Evaluate current voice programs and strategies Develop a framework for student voice and leadership			

<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          Empowers students to present their own ideas, opinions, knowledge and experience</p> <p>Leaders will:          Empower students to have a 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>	<p>Amplify self-evaluation toolkit          Attitudes to school survey          Parent opinion survey          School Staff survey          Community focus groups          Greater community involvement</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>Review existing processes to capture current views of student voice, agency and leadership using the Amplify tool kit.</p>	<p><input checked="" type="checkbox"/> Student Leadership Coordinator  <input checked="" type="checkbox"/> Sub School Leader/s</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$4,625.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
One major house event/program every term through vertical house groups	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,625.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Representative Council to develop a comprehensive proposal for a 2023 student led canteen.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$4,625.00  <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 student leadership programs across all year levels	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,625.00  <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 three year Amplify plan that encompasses voice, leadership and agency.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$18,500.00  <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>KIS 2</b> Evidence-based high-impact teaching strategies	Effectively use feedback to improve student outcomes			

<b>Actions</b>	Develop and begin to implement a school wide feedback framework			
<b>Outcomes</b>	<p>Students will: Understand where they are in their learning and what they need to do for success Have a range of comprehensive feedback strategies to improve their learning , including peers, formative and summative feedback.</p> <p>Staff will: Provide frequent and ongoing feedback which is constructive and focused Provide regular formative feedback (assessment for and as learning) to all students</p> <p>Leaders will: Provide staff with frequent and ongoing feedback which is constructive and focused Support staff in the delivery of effective feedback to students</p> <p>Community will: Be informed of student learning growth via Compass and other avenues</p>			
<b>Success Indicators</b>	<p>Improved student results Less frequent student management issues Student, staff and parent surveys</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Share 'best practice' with staff during collaboration and PLC sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<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
Key leaders to complete external professional development to build internal capability	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 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
Senior Leadership Team to develop and implement a support and accountability framework	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Develop Compass as an assessment tool to provide continuous feedback	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Identify and build learner characteristics and dispositions			
<b>Actions</b>	Develop learning dispositions through the THRIVE and Connect programs (Years 7-12)			
<b>Outcomes</b>	<p>Students will:  Develop an awareness of the way they learn and establish forward-facing attitudes to learning,  Develop 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>	Improved levels of satisfaction in terms of student, staff and parent surveys Less student management issues Increased attendance			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Develop a guaranteed and viable THRIVE curriculum in all year levels	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input 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
Network and consult with schools and external agencies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a theme/topic that has cross curricular connections and assessment links with other subjects in Year 7 & 8	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$12,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 4</b>	Improve the wellbeing and connectedness of all students			
<b>12 Month Target 4.1</b>	Student survey sense of connectedness from 39% to 41%, teacher concern from 31% to 33% and advocate at school from 59% to 61% managing bullying 45% to 47% and respect for diversity from 37% to 39%  Staff survey staff trust in colleagues from 68% to 70% staff trust in students and parents 33% to 35% Parent survey school pride and confidence from 66% to 69% physical environment 54% to 60%			
<b>KIS 1</b>	Develop and embed a collaborative commitment to SOLE			

Setting expectations and promoting inclusion				
<b>Actions</b>	Continued implementation of the School-Wide Positive Behaviour Support (SWPBS) action plan			
<b>Outcomes</b>	<p>Students will: Clearly understand classroom rules, expectations, and behaviours and have a range of strategies to respond. Further develop a predictable learning environment with improved perceptions of safety. Be recognised for positive behaviours.</p> <p>Staff will: 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> <p>Leaders will: Lead the community and publicly endorse SWPBS to establish a common philosophy and purpose. Establish systems to support staff to adopt evidence-based instructional practices.</p> <p>Community will: Use a common language to discuss behaviour Be connected, proud and supportive of the school.</p>			
<b>Success Indicators</b>	<p>Annual SWPBS Self- Assessment survey Tiered Fidelity Inventory measure Departmental surveys e.g. Attitudes to schools student survey Reduction/ Elimination of number of class removals and suspensions</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>

Build staff skills in restorative/positive conversations/culture	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop 2022 SWPBS action plan based on evaluation of current progress and staff completion of SWPBS Self-assessment Survey and TFI measure.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the major/minor matrix developed in 2021	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$6,000.00  <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
Implementation of an individual and house based positive reinforcement system implemented via Compass	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and monitor Stymie, an online anonymous reporting website for students	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00 <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
Analyse repeated behaviour issues to make necessary adjustments to school operations in an effort to reduce negative behaviours	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <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>KIS 2</b> Vision, values and culture	Support the needs of all students to progress their learning in a positive environment			
<b>Actions</b>	Stage 1 Capital works construction phase Develop an Alumni program			
<b>Outcomes</b>	Students will: Feel a stronger sense of school pride Have an increased belief they can succeed  Staff will: Feel a stronger sense of school pride Remind students of FHS Alumni who have succeeded in their lives  Leaders will: Oversee the construction of the new buildings Regularly communicate the achievements of our community			

	Community will: Communicate their pride of the school to others within the greater community			
<b>Success Indicators</b>	Year 7 enrolments to increase by 20% in 2023/2024			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Regular reporting of school achievements via the newsletter and other channels of communication e.g. E-sign	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Installation and operation of an E-sign on Scoresby road	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Construction of a Senior School/STEAM building, music hub and landscaping.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in Ourschool Alumni program	<input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <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 3</b> Building communities	Further enhance extra-curricular and community initiatives			

<b>Actions</b>	Evaluate current extra-curricular activities and community initiatives Develop a wider range of meaningful extra-curricular activities and community initiatives			
<b>Outcomes</b>	<p>Students will:          Develop and be involved in a range of extra-curricular activities          Create greater connections with the local, national and global community</p> <p>Staff will:          Volunteer for extra-curricular activities          Provide students with greater opportunities</p> <p>Leaders will:          Actively support camps and excursions          Build and maintain networks that will support student outcomes</p> <p>Community will:          Volunteer their time to support students          Provide their expertise to the school</p>			
<b>Success Indicators</b>	An increased range of extra-curricular activities offered to students at all year levels Increase in connectedness Increase in staff trust in students and parents			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Evaluate current extra-curricular activities	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used



				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Evaluate current community initiatives and networks	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement the fathering project	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <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
Determine and plan 2023 priorities	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$260,875.58	\$0.00	\$260,875.58
Disability Inclusion Tier 2 Funding	\$180,446.76	\$92,500.00	\$87,946.76
Schools Mental Health Fund and Menu	\$43,655.38	\$6,000.00	\$37,655.38
<b>Total</b>	<b>\$484,977.72</b>	<b>\$98,500.00</b>	<b>\$386,477.72</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement QuickSmart numeracy program in Year 7 and 8	\$60,000.00
Evaluate the effectiveness of the REACH program (literacy) to determine 2023 needs.	\$10,000.00
Evaluate current whole school numeracy and literacy strategies and report findings to SIT in early Term 2.	\$10,000.00
Develop two to three evidence-based whole school strategies to improve numeracy and literacy outcomes	\$20,000.00
Provide ongoing professional development on the Disability Inclusion Funding Model to staff	\$5,000.00
Provide appropriate and targeted professional development for the Learning Interventions Leader (LIL) e.g. ABLES assessment tools and resources.	\$15,000.00
LIL to provide appropriate support and resources to Team Leaders and teaching staff so high-quality IEPs can be developed and implemented successfully.	\$30,000.00

Review, refine and develop wellbeing programs and supports.	\$8,000.00
Key leaders to complete external professional learning on data.	\$5,000.00
Review the current curriculum structures using the VCAA self-assessment tool as a starting point.	\$15,000.00
Develop a whole-school curriculum action plan and policy.	\$10,000.00
Document comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	\$15,000.00
Classroom observations/learning walks to evaluate current practices with a focus on Stage 1 of the Instructional model - 'teachers engage, students focus'	\$3,000.00
Design, implement and monitor a coaching program that focuses on the coachee as a learner first.	\$20,000.00
Evaluate current attitudes of high expectations.	\$1,000.00
Teachers to utilise and embed two of Lemov's five concrete strategies within their classes.	\$1,000.00
Develop and monitor high expectations strategies within the school's new structures.	\$4,000.00
Develop a three year Amplify plan that encompasses voice, leadership and agency.	\$18,500.00
Key leaders to complete external professional development to build internal capability	\$5,000.00
Develop Compass as an assessment tool to provide continuous feedback	\$20,000.00
Develop a guaranteed and viable THRIVE curriculum in all year levels	\$20,000.00
Implement the major/minor matrix developed in 2021	\$6,000.00

Implementation of an individual and house based positive reinforcement system implemented via Compass	\$10,000.00
Implement and monitor Stymie, an online anonymous reporting website for students	\$1,500.00
Analyse repeated behaviour issues to make necessary adjustments to school operations in an effort to reduce negative behaviours	\$5,000.00
Participation in Ourschool Alumni program	\$25,000.00
Develop and implement the fathering project	\$3,000.00
Determine and plan 2023 priorities	\$2,000.00
<b>Totals</b>	<b>\$348,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement QuickSmart numeracy program in Year 7 and 8	from: Term 2 to: Term 4	\$50,000.00	<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)
Evaluate the effectiveness of the REACH program (literacy) to determine 2023 needs.	from: Term 1 to: Term 2	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Evaluate current whole school numeracy and literacy strategies and report findings to SIT in early Term 2.	from: Term 1 to: Term 1	\$10,000.00	<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)

Develop two to three evidence-based whole school strategies to improve numeracy and literacy outcomes	from: Term 2 to: Term 4	\$20,000.00	<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)
Provide appropriate and targeted professional development for the Learning Interventions Leader (LIL) e.g. ABLES assessment tools and resources.	from: Term 1 to: Term 4		
LIL to provide appropriate support and resources to Team Leaders and teaching staff so high-quality IEPs can be developed and implemented successfully.	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Review, refine and develop wellbeing programs and supports.	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Review the current curriculum structures using the VCAA self-assessment tool as a starting point.	from: Term 1 to: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop a whole-school curriculum action plan and policy.	from: Term 2 to: Term 2	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Document comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 3 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Classroom observations/learning walks to evaluate current practices with a focus on Stage 1 of the	from: Term 1	\$1,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Instructional model - 'teachers engage, students focus'	to: Term 1		
Design, implement and monitor a coaching program that focuses on the coachee as a learner first.	from: Term 2 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Evaluate current attitudes of high expectations.	from: Term 1 to: Term 1	\$500.00	<input checked="" type="checkbox"/> School-based staffing
Teachers to utilise and embed two of Lemov's five concrete strategies within their classes.	from: Term 2 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop and monitor high expectations strategies within the school's new structures.	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop a three year Amplify plan that encompasses voice, leadership and agency.	from: Term 3 to: Term 4	\$14,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Key leaders to complete external professional development to build internal capability	from: Term 2 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop Compass as an assessment tool to provide continuous feedback	from: Term 2	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 3		
Develop a guaranteed and viable THRIVE curriculum in all year levels	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
Implement the major/minor matrix developed in 2021	from: Term 2 to: Term 2	\$3,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Implementation of an individual and house based positive reinforcement system implemented via Compass	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implement and monitor Stymie, an online anonymous reporting website for students	from: Term 2 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Other STYMIE program
Analyse repeated behaviour issues to make necessary adjustments to school operations in an effort to reduce negative behaviours	from: Term 2 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Participation in Ourschool Alumni program	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Develop and implement the fathering project	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services



Determine and plan 2023 priorities	from: Term 3 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>			

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement QuickSmart numeracy program in Year 7 and 8	from: Term 2 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li>• Other QuickSMART</li> </ul>
Evaluate the effectiveness of the REACH program (literacy) to determine 2023 needs.	from: Term 1 to: Term 2	\$4,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Education Support</li> </ul>
Provide ongoing professional development on the Disability Inclusion Funding Model to staff	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>•</li> </ul>
Provide appropriate and targeted professional development for the Learning Interventions Leader (LIL) e.g. ABLES assessment tools and resources.	from: Term 1 to: Term 4	\$10,000.00	<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>Disability Inclusion Coordinator</li> </ul>
LIL to provide appropriate support and resources to Team Leaders and teaching staff so high-quality IEPs can be developed and implemented successfully.	from: Term 2 to: Term 4	\$25,000.00	
Review, refine and develop wellbeing programs and supports.	from: Term 1 to: Term 2	\$1,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Teachers</li> <li>Education Support</li> </ul>
Key leaders to complete external professional learning on data.	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Principal Class</li> <li>Middle school leaders</li> </ul>
Review the current curriculum structures using the VCAA self-assessment tool as a starting point.	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>Teachers</li> <li>Middle school leaders</li> <li>Education Support</li> </ul>
Develop a whole-school curriculum action plan and policy.	from: Term 2 to: Term 2	\$2,000.00	
Document comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	from: Term 3 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> <li></li> </ul>

Classroom observations/learning walks to evaluate current practices with a focus on Stage 1 of the Instructional model - 'teachers engage, students focus'	from: Term 1 to: Term 1	\$1,500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Principal Class</li> <li>• Middle school leaders</li> </ul>
Evaluate current attitudes of high expectations.	from: Term 1 to: Term 1	\$500.00	
Develop and monitor high expectations strategies within the school's new structures.	from: Term 2 to: Term 4	\$1,000.00	<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> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Education Support</li> <li>• Teachers</li> </ul>
Develop a three year Amplify plan that encompasses voice, leadership and agency.	from: Term 3 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• Professional services (inclusive education related services)</li> </ul>
Develop a guaranteed and viable THRIVE curriculum in all year levels	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Principal Class</li> <li>• Middle school leaders</li> </ul> <input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive)

			<ul style="list-style-type: none"> <li>• Other</li> </ul> <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> <li>•</li> </ul>
Implement the major/minor matrix developed in 2021	from: Term 2 to: Term 2	\$3,000.00	<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> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
Analyse repeated behaviour issues to make necessary adjustments to school operations in an effort to reduce negative behaviours	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Principal Class</li> </ul>
<b>Totals</b>		\$92,500.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Review, refine and develop wellbeing programs and supports.	from: Term 1 to: Term 2	\$6,000.00	

<b>Totals</b>		\$6,000.00	
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### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Learning Interventions Leader	
Learning specialist positions-focus on curriculum and pedagogy for all students	\$30,000.00
Reach program-literacy classes Y7-8	\$36,000.00
Mental Health Practitioner .4. MHP is also employed another .2 as the Healthy Workplace Leader	
Additional equipment to support students	\$2,946.76
Additional CRT costs	\$375.58
<b>Totals</b>	

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Interventions Leader	from: Term 1 to: Term 4		
Learning specialist positions-focus on curriculum and pedagogy for all students	from: Term 1 to: Term 4		

Reach program-literacy classes Y7-8	from: Term 1 to: Term 4	\$16,000.00	
Mental Health Practitioner .4. MHP is also employed another .2 as the Healthy Workplace Leader	from: Term 1 to: Term 4		
Additional equipment to support students	from: Term 1 to: Term 4		
Additional CRT costs	from: Term 1 to: Term 4	\$375.58	<input checked="" type="checkbox"/> CRT
<b>Totals</b>			

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Interventions Leader	from: Term 1 to: Term 4	\$35,000.00	<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>
Learning specialist positions-focus on curriculum and pedagogy for all students	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Whole school</li> </ul>

Reach program-literacy classes Y7-8	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Classroom Teacher</li> </ul>
Mental Health Practitioner .4. MHP is also employed another .2 as the Healthy Workplace Leader	from: Term 1 to: Term 4		
Additional equipment to support students	from: Term 1 to: Term 4	\$2,946.76	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>• Inclusive recreation equipment and resources</li> </ul>
Additional CRT costs	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Learning Interventions Leader	from: Term 1 to: Term 4		
Learning specialist positions-focus on curriculum and pedagogy for all students	from: Term 1 to: Term 4		

Reach program-literacy classes Y7-8	from: Term 1 to: Term 4		
Mental Health Practitioner .4. MHP is also employed another .2 as the Healthy Workplace Leader	from: Term 1 to: Term 4	\$37,666.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health  <b>This activity will use Foundation Resources (DET Funded initiatives or other free resources)</b> <ul style="list-style-type: none"> <li>○ Respectful Relationships DET curriculum</li> </ul>
Additional equipment to support students	from: Term 1 to: Term 4		
Additional CRT costs	from: Term 1 to: Term 4		
<b>Totals</b>			



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide ongoing professional development on the Disability Inclusion Funding Model to staff	<input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide appropriate and targeted professional development for the Learning Interventions Leader (LIL) e.g. ABLES assessment tools and resources.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources Tier 2 resources <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> Off-site VTLA
LIL to provide appropriate support and resources to Team Leaders and teaching staff so high-quality IEPs can be developed and implemented successfully.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Thursday Professional Learning to be privileged PLC time with a focus on the FHS Instructional Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop a 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"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Document comprehensive 2023 unit plans and lesson sequences aligned with the whole-school curriculum action plan and policy.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator					
<p>Provided ongoing professional learning to coaches. Primary resources will include the AITSL coaching toolkit, The Coaching Habit and other relevant resources.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
<p>Design, implement and monitor a coaching program that focuses on the coachee as a learner first.</p>	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team					
Teachers to utilise and embed two of Lemov's five concrete strategies within their classes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Share 'best practice' with staff during collaboration and PLC sessions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

Key leaders to complete external professional development to build internal capability	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site VTLA and other external PD opportunities
Develop Compass as an assessment tool to provide continuous feedback	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Compass	<input checked="" type="checkbox"/> On-site
Develop a theme/topic that has cross curricular connections and assessment	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

links with other subjects in Year 7 & 8				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Build staff skills in restorative/positive conversations/culture	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <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"/> On-site
Implementation of an individual and house based positive reinforcement system implemented via Compass	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 2 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"/> On-site