2023 Annual Implementation Plan
for improving student outcomes

Gladstone Park Secondary College (7858)

Submitted for review by Veronica Hoy (School Principal) on 05 March, 2023 at 10:26 PM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 06 March, 2023 at 09:13 PM
Endorsed by Sharon Matuauto (School Council President) on 22 March, 2023 at 11:00 AM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	

	FISO 2.0 Dimensions	Self-evaluation Level
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Re-setting the PBL implementation was necessary. Our previous start was impacted by COVID lock-downs - decreasing the ability for both staff and students to collaborate. Joining a new SWPBS regional cohort in Term 4 2022 has allowed new staff to come into the PBL team. We have a commitment to doing the training and implementation together - making for a smoother, clearer whole-school approach.

Considerations for 2023	Development of Disability & Inclusion supports for students and teachers will be a key school improvement priority in 2023. PBL will be strengthened and renwed Disability & Inclusion will continue to build slowly and sustainably towards the 2025 Hume/Meri-bek Disability Inclusion Implementation roll-out - making improvements to ILPs and investigating differented, adjusted and modified tasks and assessments.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student learning
Target 2.1	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Numeracy from 66% in 2019 to 75% or above.
Target 2.2	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Reading from 71% in 2019 to 77% or above.
Target 2.3	By 2023 to achieve and sustain a mean VCE study score of 30 (28.27 2019), 12% of study scores at or above 37 (3%>40 2019), at least 25% of study scores above 80 (16% 2019) and no more than 25% of study scores below 50 (29%<50 2019).

Key Improvement Strategy 2.a Building practice excellence	Research develop and embed a teaching and learning framework that includes an instructional model and observational practices
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop and embed a whole school literacy strategy
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Research develop and embed a whole school numeracy strategy
Goal 3	Improve student engagement
Target 3.1	Student AtoSS (Years 7-9) results in • 'Differentiated learning challenge' to increase from 49% in 2019 to be at or above 55% positive response by 2023. • 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2023. • 'High expectations for success' to increase from 64% in 2019 to be at or above 70% positive response by 2023.
Target 3.2	School Staff survey results in • 'Plan differentiated learning activities' to increase from 45% in 2019 to be at or above 54% positive response by 2023. • 'Use student feedback to improve practice' to increase from 55% in 2019 to 70% positive response by 2023.

Target 3.3	Student AtoSS (All year levels) results in 'Student voice and agency' to increase from 46% in 2019 to be at or above 58% positive response by 2023.
Key Improvement Strategy 3.a Curriculum planning and assessment	Build teacher capability to understand and assess the point of learning need for all students
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Explicitly articulate and implement the roles of student agency in learning within the school instructional model
Key Improvement Strategy 3.c Empowering students and building school pride	Develop a school wide approach to student voice, leadership and agency
Goal 4	Improve student wellbeing
Target 4.1	Student AtoSS (All year levels) results in • 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2023 • 'Respect for diversity' to increase from 41per cent in 2019 to 45 per cent or above positive response by 2023 • 'Sense of connectedness' to increase from 50 per cent in 2019 to 53 per cent or above positive response by 2023
Target 4.2	Parent Opinion Survey results in • 'Respect for diversity' to increase from 74 per cent in 2019 to be at or above 80 per cent positive response by 2023

	• 'Sense of connectedness' to increase from 82 per cent in 2019 to be at or above 85 per positive response by 2023 • 'Promoting positive behaviour' to increase from 68 per cent in 2019 to be at or above 72 percent positive response by 2023
Target 4.3	School Staff Survey results in the element 'Believe student engagement is key to learning' to increase from 65 per cent in 2019 to be at or above 74 per cent positive response in 2023.
Key Improvement Strategy 4.a Intellectual engagement and self-awareness	Develop and embed a whole school approach to Positive Behaviours to Learning
Key Improvement Strategy 4.b Health and wellbeing	Embed a coordinated support for students with additional needs
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Build upon an existing college culture based on the values of respect and inclusion

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	- Student AtoSS (Years 7-9) results in 'Differentiated learning challenge' to be 50%; and 'High expectations for success' to be 65% - School Staff survey results in 'Plan differentiated learning activities' to be 45%- Year 9 Numeracy class learning growth in Mathematics of at least one year.
Improve student learning	No	By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Numeracy from 66% in 2019 to 75% or above.	
		By 2023 increase the percentage of Year 9 students meeting or above benchmark growth in NAPLAN Reading from 71% in 2019 to 77% or above.	
		By 2023 to achieve and sustain a mean VCE study score of 30 (28.27 2019), 12% of study scores at or above 37 (3%>40 2019), at least 25% of study scores above 80 (16% 2019) and no more than 25% of study scores below 50 (29%<50 2019).	
Improve student engagement	No	Student AtoSS (Years 7-9) results in • 'Differentiated learning challenge' to increase from 49% in 2019 to be at or above 55% positive response by 2023.	

		• 'Stimulated learning' to increase from 48% 2019 to 55% or above positive response by 2023. • 'High expectations for success' to increase from 64% in 2019 to be at or above 70% positive response by 2023.	
		School Staff survey results in • 'Plan differentiated learning activities' to increase from 45% in 2019 to be at or above 54% positive response by 2023. • 'Use student feedback to improve practice' to increase from 55% in 2019 to 70% positive response by 2023.	
		Student AtoSS (All year levels) results in 'Student voice and agency' to increase from 46% in 2019 to be at or above 58% positive response by 2023.	
Improve student wellbeing	No	Student AtoSS (All year levels) results in • 'Teacher concern' to increase from 36 per cent in 2019 to be at or above 40 per cent or above positive response by 2023 • 'Respect for diversity' to increase from 41per cent in 2019 to 45 per cent or above positive response by 2023 • 'Sense of connectedness' to increase from 50 per cent in 2019 to 53 per cent or above positive response by 2023	
		Parent Opinion Survey results in • 'Respect for diversity' to increase from 74 per cent in 2019 to be at or above 80 per cent positive response by 2023 • 'Sense of connectedness' to increase from 82 per cent in 2019 to be at or above 85 per positive response by 2023 • 'Promoting positive behaviour' to increase from 68 per cent in 2019 to be at or above 72 percent positive response by 2023	

		School Staff Survey results in the element 'Believe student engagement is key to learning' to increase from 65 per cent in 2019 to be at or above 74 per cent positive response in 2023.	

Goal 1	2023 Priorities Goal **In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.**	
12 Month Target 1.1	- Student AtoSS (Years 7-9) results in 'Differentiated learning challenge' to be 50%; and 'High expectations for success' to be 65% - School Staff survey results in 'Plan differentiated learning activities' to be 45% - Year 9 Numeracy class learning growth in Mathematics of at least one year.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	- Student AtoSS (Years 7-9) results in 'Differentiated learning challenge' to be 50%; and 'High expectations for success' to be 65% - School Staff survey results in 'Plan differentiated learning activities' to be 45% - Year 9 Numeracy class learning growth in Mathematics of at least one year.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	1.NUMERACY - Develop a school-wide numeracy strategy which builds staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting Year 9 students' numeracy. 2. DISABILITY & INCLUSION - Build staff capacity in developing and using individual learning plans in order to meet the learning needs of students identified as needing specific supports, with a focus on supporting PSD students, Koorie students and students in Out of Home Care.
Outcomes	1. NUMERACY Students in Year 9 who need of targeted Numeracy academic support or intervention will be identified and supported Students will be able to identify the next steps in their learning in Numeracy Students will display an increased understanding of the language of Numeracy Students will report a higher level of confidence in their numeracy skills Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on students' Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from diagnostic and post unit assessments Teachers will provide targeted academic support to students through Numeracy goals in IEPs PLTs will use the improvement cycle to improve the teaching and learning of Numeracy

	Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
	Leaders will support teaching staff to develop and evaluate curriculum for Year 9 Numeracy
	2. DISABILITY & INCLUSION
	PSD, Koorie and Out of Home Care students will experience success in their learning
	At-risk students will be identified and receive targeted support in a timely manner
	Students will be supported to learn at their point of need
	Teachers will provide students with the opportunity to work at their level using differentiated, modified or adjusted tasks
	Teachers will provide regular feedback and monitor student progress in their ILP
	Education Support staff provide high quality support to teachers and students in the classroom
	Leaders and teachers will engage the parents/carers/kin of students with ILPs
	Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Success Indicators	**1. NUMERACY - Early Indicators:**
	Teachers are using Numeracy Data for PLTs, CDTs and ILPs
	Identification of students suitable for Year 9 Numeracy Intervention and MYLNS assistance
	Numeracy goals in ILPs
	Curriculum documentation for Year 9 Numeracy
	Formative and summative Numeracy assessment rubrics will show student learning growth
	1. NUMERACY - Late Indicators:
	Teachers are using Numeracy strategies class across various faculties
	PLTs focusing on Numeracy help develop whole school numeracy strategy
	Seeing growth for Year 9 Numeracy class and MYLNS students in the following data sets: PAT M testing, NAPLAN, formative assessment, summative assessments
	Staff Survey results for collective efficacy
	AtoSS survey results for stimulated learning
	2. DISABILITY & INCLUSION - Early Indicators
	Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.
	Documented differentiated, modified and adjusted tasks
	Student Support Group meetings
	2. DISABILITY & INCLUSION - Late Indicators
	Progress against ILP goals

Victorian Curriculum teacher judgements are more accurate
Attendance data improvement for PSD, Koorie and Out of Home Care students
Completed modified task banks & updated unit plans
AtoSS survey results for

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Plan whole school professional learning on Numeracy in the classroom	☑ KLA Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Using the Mathematics Tool Kit in the process of creating a whole school numeracy strategy to support students with low numeracy	☑ KLA Leader ☑ Numeracy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Curriculum for Year 9 Numeracy intervention classes developed	☑ Curriculum Co-ordinator (s) ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule and organise professional learning for collaboration protocol within PLTs	☑ Administration Team ☑ Curriculum Co-ordinator (s) ☑ Literacy Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Support teachers formally and informally on effective use of data in the PLT process - including PAT-R and PAT-M	☑ Administration Team ☑ Data Leader	☑ PLP Priority	from: Term 1	$5,000.00

	☑ Literacy Leader ☑ Numeracy Leader ☑ PLT Leaders ☑ Teacher(s)		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	☑ Disability Inclusion Coordinator ☑ PLT Leaders ☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 3	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish systems for engaging with individual and tailored support providers (e.g. speech pathologists, occupational therapists) to support individual student needs	☑ Disability Inclusion Coordinator ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Updating Unit plans and creation of modified task banks	☑ Disability Inclusion Coordinator ☑ KLA Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	POSTIVIE BEHAVIOURS FOR LEARNING (PBL) - Strengthen the whole school approach to towards social and emotional learning through PBL
Outcomes	Teachers will implement and model consistent routines and language At risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Families of at risk students will receive regular communication and support from the school Leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing

Success Indicators	Early Indicators PLTs focusing on High Impact Wellbeing Strategies Identifying useful datasets for PLTs focusing on High Impact Wellbeing Strategies Documentation of referrals for student support - sub-school & tier 2 Student/staff/parent/carer/kin focus groups and interviews Documentation of strategies students will use in classes and at school Late Indicators SSG, care team, and student focus group outcomes Teacher reports of student well being concerns Student pre and post support surveys Documentation of strategies students will use in classes and at school Pre-intervention data gathering (surveys, Compass data, focus groups) Documentation and sharing of successful strategies students will use in classes and at school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish lunchtime and after school clubs that promote healthy habits and positive relationships	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 3	$4,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Promote wellbeing and mental health information in appropriate community languages and engage translation services	☑ Allied Health ☑ Disability Inclusion Coordinator	☐ PLP Priority	from: Term 1	$3,000.00

	☑ SWPBS Leader/Team ☑ Wellbeing Team		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify and schedule professional learning for teachers implementing well being programs	☑ Assistant Principal ☑ Leadership Team ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Update the professional learning schedule to include a regular time for well being team to speak with staff and for staff to ask questions	☑ Administration Team	☑ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Partner with non for profit groups and external support agencies to provide targeted student support	☑ Disability Inclusion Coordinator ☑ Sub School Leader/s ☑ SWPBS Leader/Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4		$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and deliver tier 2 social regulation / engagement programs as part of PBL.	☑ Sub School Leader/s ☑ SWPBS Leader/Team ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 3		$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

PBL Implementation team undergoes training together as a group	☑ Leadership Team ☑ SWPBS Leader/Team ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,081,907.39	$24,000.00	$1,057,907.39
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$5,000.00	-$5,000.00
Total	**$1,081,907.39**	**$29,000.00**	**$1,052,907.39**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Curriculum for Year 9 Numeracy intervention classes developed	$2,000.00
Support teachers formally and informally on effective use of data in the PLT process - including PAT-R and PAT-M	$5,000.00
Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	$2,000.00
Establish lunchtime and after school clubs that promote healthy habits and positive relationships	$4,000.00
Promote wellbeing and mental health information in appropriate community languages and engage translation services	$3,000.00
Partner with non for profit groups and external support agencies to provide targeted student support	$3,000.00
Develop and deliver tier 2 social regulation / engagement programs as part of PBL.	$5,000.00

PBL Implementation team undergoes training together as a group		$5,000.00	
Totals		$29,000.00	

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Curriculum for Year 9 Numeracy intervention classes developed	from: Term 1 to: Term 2	$2,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	from: Term 1 to: Term 3	$2,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Establish lunchtime and after school clubs that promote healthy habits and positive relationships	from: Term 1 to: Term 3	$4,000.00	☑ School-based staffing ☑ Other club resources
Promote wellbeing and mental health information in appropriate community languages and engage translation services	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing ☑ Support services
Partner with non for profit groups and external support agencies to provide targeted student support	from: Term 1 to: Term 4	$3,000.00	☑ School-based staffing ☑ CRT ☑ Support services

Develop and deliver tier 2 social regulation / engagement programs as part of PBL.	from: Term 1 to: Term 3	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
PBL Implementation team undergoes training together as a group	from: Term 1 to: Term 3	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
Totals		**$24,000.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		**$0.00**	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Support teachers formally and informally on effective use of data in the PLT process - including PAT-R and PAT-M	from: Term 1 to: Term 4	$5,000.00	
Totals		**$5,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plan whole school professional learning on Numeracy in the classroom	☑ KLA Leader ☑ Numeracy Leader	from: Term 1 to: Term 2	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Subject association ☑ Departmental resources Numeracy supports ☑ Numeracy leader	☑ On-site
Schedule and organise professional learning for collaboration protocol within PLTs	☑ Administration Team ☑ Curriculum Co-ordinator (s) ☑ Literacy Leader ☑ PLT Leaders	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Support teachers formally and informally on effective use of data in the PLT process - including PAT-R and PAT-M	☑ Administration Team ☑ Data Leader ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Departmental resources Data coach ☑ Student Achievement Manager	☑ On-site

	☑ Numeracy Leader ☑ PLT Leaders ☑ Teacher(s)					
Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom.	☑ Disability Inclusion Coordinator ☑ PLT Leaders ☑ Sub School Leader/s	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ External consultants Speech, occupational and other therapists	☑ On-site
Updating Unit plans and creation of modified task banks	☑ Disability Inclusion Coordinator ☑ KLA Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Identify and schedule professional learning for teachers implementing well being programs	☑ Assistant Principal ☑ Leadership Team ☑ SWPBS Leader/Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ Communities of Practice	☑ PLC Initiative ☑ Departmental resources SWPBS training	☑ On-site

	☑			☑ PLC/PLT Meeting	☑ Student Achievement Manager	
Update the professional learning schedule to include a regular time for well being team to speak with staff and for staff to ask questions	☑ Administration Team	from: Term 1 to: Term 3	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Lookout Centre/Designated Teacher	☑ On-site
Develop and deliver tier 2 social regulation / engagement programs as part of PBL.	☑ Sub School Leader/s ☑ SWPBS Leader/Team ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Departmental resources SWPBS	☑ On-site
PBL Implementation team undergoes training together as a group	☑ Leadership Team ☑ SWPBS Leader/Team ☑ Wellbeing Team	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Departmental resources SWPBS	☑ On-site