2024 Annual Implementation Plan

for improving student outcomes

Mount Beauty Secondary College (8100)

Submitted for review by Simone Roy (School Principal) on 21 December, 2023 at 05:07 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 13 February, 2024 at 10:47 PM
Endorsed by Bronwyn Gray (School Council President) on 29 February, 2024 at 08:48 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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

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

Future planning	SWPBS will continue. Refer to Cameron email with the activities for 2024 AIP. WTL focus Moderation of work. Launch of IM. Continue with PLC - these are not a target, they are an activity/resource IEP/DIP familiarisation: how you teach the student, not what their IEP says - way to address a concern. LWTs. Resource.

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.	Yes	By 2025, at least 25 percent of students will achieve in the Top Two Bands of NAPLAN in Reading and Numeracy, from 12 percent in 2021 (Reading) and 8 percent in 2021 (Numeracy).	Increase exceeding Year 9 NAPLAN reading result from 27% in 2023 to 30% in 2024. (6/20 students).Increase exceeding Year 9 NAPLAN writing result from 3% in 2023 to 10% in 2024. (2/20 students).Increase exceeding Year 9 NAPLAN numeracy result from 0% in 2023 to 10% in 2024. (2/20 students).Maintain or improve the exceeding 2023 Year 7 NAPLAN reading result of 28% in 2024. (8/28 students).Maintain or improve the exceeding Year 7 NAPLAN writing result of 13% in 2024. (4/28 students).Maintain or improve the exceeding 2023 Year 7 NAPLAN numeracy result of 9% in 2024. (3/28 students).
		By 2025, at least 90 percent of students will achieve medium to high growth in Reading (64 percent in 2021) and at least 85 percent of students will achieve medium to high growth in Numeracy (70 percent in 2021).	Maintain or improve (interim) medium to high growth Year 9 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 9 NAPLAN numeracy of

			76% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN numeracy result of 79% in 2024.
		From 2021 to 2025, the all-study score (school mean) for VCE, as a four-year average, will be at least 28.5 From 2023 to 2025, the English mean study score, as an average over that period, will be at least 29.0.	Maintain or improve the 2023 all-study score (school mean) of 28 for VCE in 2024.
		School Staff Survey | Variable	2020	Target
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Guaranteed and viable curriculum	51%	65%
Teacher collaboration	47%	65%
Collective focus on learning	67%	85%
Understand formative assessment	45%	65%
Understand how to analyse data	50%	65%		Improve Guaranteed and viable curriculum from 37% in 2023 to 50% in 2024.Improve Teacher collaboration from 38% in 2023 to 50% in 2024.Improve Collective focus on learning from 43% in 2023 to 60% in 2024.Improve Understand formative assessment from 46% in 2023 to 60% in 2024.Improve Understand how to analyse data from 29% in 2023 to 50% in 2024.
		Attitudes to School Survey | Variable (Years 7 to 12)	2021	Target
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Differentiated learning challenge	59%	65%
Stimulated learning	47%	65%
Sense of confidence	61%	75%		Increase Differentiated learning challenge from 52% positive in 2023 to 60%.Increase Stimulated learning from 55% positive in 2023 to 60% in 2024.Increase Sense of confidence from 60% in 2023 to 70% in 2024.
Optimise each student's wellbeing and engagement in learning.	Yes	Decrease the number of average absence days, per fulltime equivalent student, to less than 20.0 days. (Average level of absences per FTE student 2028-2021 = 23.3 days).	Decrease the number of average absence days, from 31.2 per fulltime equivalent student in 2023, to less than 25.0 days in 2024.

Attitudes to School Survey

Variable (Years 7 to 12)	2021	Target
Teacher concern	21%	60%
Self-regulation and goal-setting	47%	65%
Student voice and agency	28%	60%
Advocate at school	53%	65%

Improve Teacher concern from 33% in 2023 to 45% in 2024.Improve Student voice and agency from 45% in 2023 to 50% in 2024.

School Staff Survey

Variable	2020	Target
Promote student ownership of learning goals	50%	65%
Use high impact teaching strategies	55%	65%
Support growth and learning of the whole student	55%	65%

Improve Promote student ownership of learning goals from 14% in 2023 to 45% in 2024.Improve Support growth and learning of the whole student from 43% in 2023 to 55% in 2024.

Goal 2	Optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.
12-month target 2.1-month target	Increase exceeding Year 9 NAPLAN reading result from 27% in 2023 to 30% in 2024. (6/20 students). Increase exceeding Year 9 NAPLAN writing result from 3% in 2023 to 10% in 2024. (2/20 students). Increase exceeding Year 9 NAPLAN numeracy result from 0% in 2023 to 10% in 2024. (2/20 students). Maintain or improve the exceeding 2023 Year 7 NAPLAN reading result of 28% in 2024. (8/28 students). Maintain or improve the exceeding Year 7 NAPLAN writing result of 13% in 2024. (4/28 students). Maintain or improve the exceeding 2023 Year 7 NAPLAN numeracy result of 9% in 2024. (3/28 students).
12-month target 2.2-month target	Maintain or improve (interim) medium to high growth Year 9 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 9 NAPLAN numeracy of 76% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN numeracy result of 79% in 2024.
12-month target 2.3-month target	Maintain or improve the 2023 all-study score (school mean) of 28 for VCE in 2024.

12-month target 2.4-month target	Improve Guaranteed and viable curriculum from 37% in 2023 to 50% in 2024. Improve Teacher collaboration from 38% in 2023 to 50% in 2024. Improve Collective focus on learning from 43% in 2023 to 60% in 2024. Improve Understand formative assessment from 46% in 2023 to 60% in 2024. Improve Understand how to analyse data from 29% in 2023 to 50% in 2024.	
12-month target 2.5-month target	Increase Differentiated learning challenge from 52% positive in 2023 to 60%. Increase Stimulated learning from 55% positive in 2023 to 60% in 2024. Increase Sense of confidence from 60% in 2023 to 70% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Professional leadership	Develop an organisational climate that promotes role clarity, responsibility and shared accountability to support student learning growth.	Yes
KIS 2.b Excellence in teaching and learning	Build school-wide capability to effectively use assessment data in planning and teaching.	Yes
KIS 2.c Excellence in teaching and learning	Build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Assessed as evolving in FISO Assessment and looking at 2023 data, there seems to be a disconnect between teachers using various forms of assessment data in their planning and teaching. Through observing classrooms and PLC work, it is clear that using assessment data in planning and teaching is happening; perhaps understanding different the types of data should be a focus, as formative data collection is just as valuable as summative data collection, especially when relating to planning and teaching. The variable 'understanding how to analyse data' was the only SSS variable in the Strategic Plan Target 1.4 that showed no improvement in 2023, remaining at the 2022 low result of 29%. Systematic use of data and evidence to drive the development and implementation of appropriate curriculum would assist with students having differentiated, and stimulating, learning and should work to also support the wellbeing goal and targets.	
Goal 3	**Optimise each student's wellbeing and engagement in learning.**	
12-month target 3.1-month target	Decrease the number of average absence days, from 31.2 per fulltime equivalent student in 2023, to less than 25.0 days in 2024.	

12-month target 3.2-month target	Improve Teacher concern from 33% in 2023 to 45% in 2024. Improve Student voice and agency from 45% in 2023 to 50% in 2024.	
12-month target 3.3-month target	Improve Promote student ownership of learning goals from 14% in 2023 to 45% in 2024. Improve Support growth and learning of the whole student from 43% in 2023 to 55% in 2024.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Build organisational capability to respond to individual students' wellbeing, engagement and learning needs.	No
KIS 3.b Positive climate for learning	Empower students as active agents in their learning.	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.	Assessed as emerging in FISO Engagement, and looking at 2023 data, 'teacher concern' and 'student voice and agency' are 2 variables in the ATOSS data that only marginally increased in 2023. In the SSS, the variable 'promote student ownership of learning goals' decreased by more than half from 2022, being only 14% in 2023. Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school, by using a range strategies will ensure students are actively engaging in their learning should help to increase the results in these 3 variables, as both students and staff should see the students actively taking part in their learning.	

Define actions, outcomes, success indicators and activities

Goal 2	Optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.
12-month target 2.1 target	Increase exceeding Year 9 NAPLAN reading result from 27% in 2023 to 30% in 2024. (6/20 students). Increase exceeding Year 9 NAPLAN writing result from 3% in 2023 to 10% in 2024. (2/20 students). Increase exceeding Year 9 NAPLAN numeracy result from 0% in 2023 to 10% in 2024. (2/20 students). Maintain or improve the exceeding 2023 Year 7 NAPLAN reading result of 28% in 2024. (8/28 students). Maintain or improve the exceeding Year 7 NAPLAN writing result of 13% in 2024. (4/28 students). Maintain or improve the exceeding 2023 Year 7 NAPLAN numeracy result of 9% in 2024. (3/28 students).
12-month target 2.2 target	Maintain or improve (interim) medium to high growth Year 9 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 9 NAPLAN numeracy of 76% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN reading result of 84% in 2024. Maintain or improve (interim) medium to high growth Year 7 NAPLAN numeracy result of 79% in 2024.
12-month target 2.3 target	Maintain or improve the 2023 all-study score (school mean) of 28 for VCE in 2024.
12-month target 2.4 target	Improve Guaranteed and viable curriculum from 37% in 2023 to 50% in 2024. Improve Teacher collaboration from 38% in 2023 to 50% in 2024. Improve Collective focus on learning from 43% in 2023 to 60% in 2024. Improve Understand formative assessment from 46% in 2023 to 60% in 2024. Improve Understand how to analyse data from 29% in 2023 to 50% in 2024.
12-month target 2.5 target	Increase Differentiated learning challenge from 52% positive in 2023 to 60%. Increase Stimulated learning from 55% positive in 2023 to 60% in 2024. Increase Sense of confidence from 60% in 2023 to 70% in 2024.
KIS 2.a Vision, values and culture	Develop an organisational climate that promotes role clarity, responsibility and shared accountability to support student learning growth.
Actions	• Engage in, and use the Professional Learning, from Tracey Ezard's The Buzz. Why? To strengthen a deep learning and collaborative culture amongst the teaching staff and school staff.
Outcomes	Students will: • Be supported in their learning. • Be able to see a strong collaborative culture amongst all staff. Staff will: • Contribute confidently to the learning culture in our school.

	• Contribute to the collaborative culture in our school. Leaders will: • Be able to promote the school's vision of a deep learning and collaborative culture.
Success Indicators	Early indicators: • Collaborative meeting opportunities, such as PLCs, Learning Area Meetings, SWPBS and 'Team around the Learner' meetings will show attendance and participation • Collegiate discussions around learning will occur informally, but be more formalised through the meeting structure Late indicators: • The Buzz Diagnostic report will show an improvement on the results from the initial survey results (completed December 2023) • School Staff Survey results show an improvement in the factors of teacher collaboration and collective focus on learning

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
• Provide time through the meeting schedule for professional learning opportunities for all staff to develop a shared understanding of a deep learning and collaborative culture.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Facilitate professional learning opportunities to build staff capacity to contribute towards a learning and collaborative culture.	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
• Develop leadership understanding and capacity to facilitate learning opportunities based on developing a learning and collaborative culture.	☑ Leadership team	☑ PLP Priority	from:Term 1 to: Term 1	$5,000.00 ☑ Other funding will be used
• Participate in professional learning opportunities, work to develop our understanding of, and capacity to contribute to, a learning and collaborative culture.	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$0.00
• Embed understandings and practices learnt within daily work to continue to improve our learning and collaborative culture.	☑ All staff	☐ PLP Priority	from: Term 4 to: Term 4	$0.00

KIS 2.b Curriculum planning and assessment	Build school-wide capability to effectively use assessment data in planning and teaching.
Actions	• Embed teacher and ES (where needed) collaborative planning to improve reading and writing. Why? To support and meet students' individual learning needs. • Plan, develop and implement guaranteed and viable curriculum (and resources). Why? So teaching and learning aligns to the Instructional Model, Victorian Curriculum/VCAA Study Designs and meets students' individual learning needs.
Outcomes	Students will: • Be aware of the Write to Learn strategy in all classes. • Be more confident in their writing ability and know they are good writers. • Be aware of classroom learning expectations, based on the Instructional Model. • Know how to progress in their learning in every class. Student Support ES Staff will: • Assist students in the classroom with targeted support or intervention appropriate to the students' needs. Teachers will: • Plan their curriculum and resources using formative assessment. • Plan their classes informed by data. • Regularly document classes being taught to ensure curriculum is planned, is aligned to the Instructional Model and supports individual learning needs. • Within lesson planning, document assessment tasks that are aligned to the Victorian Curriculum or VCAA Study Design. • Embed the Instructional Model and the Write To Learn Strategy in every class. Leaders will: • Be confident in the collaborative planning by teachers and ES. • Establish sustainable routines around collaboration. • Actively monitor the collaborative planning with teachers.
Success Indicators	Early indicators: • NAPLAN results will show student growth in writing • Victorian Curriculum teacher judgements will show increased learning growth in writing • Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning • Curriculum documentation will show plans for differentiation in all classes • Formative and summative assessment rubrics will show student learning growth • Assessment tasks and rubrics will show alignment to the Victorian Curriculum or VCAA Study Design • Learning Walks and Talks (LWTs) will show consistent use of the Instructional Model and the Write To Learn Strategy in every class

Late indicators: • Victorian Curriculum teacher judgements will show increased learning growth in writing • SSS factors 'guaranteed and viable curriculum', 'teacher collaboration', 'improve collective focus', 'understand formative assessment' and 'understand how to analyse data' will increase • AtoSS factors 'differentiated learning challenge', 'stimulated learning' and 'sense of confidence' will increase • Student IEPs will describe teaching strategies, adjustments and supports to meet their needs

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
• Provide time for teachers to be able to collaborate through the meeting schedule.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Support teaching staff with resources needed to assist with curriculum documentation.	☑ KLA leader ☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
• Participate in teaching and learning collaboration time opportunities focussed on student growth, such as PLCs, Learning Area meetings, Learning Walk and Talks and data wall work.	☑ KLA leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
• Audit current practice in each 2024 subject against the appropriate curriculum document (Victorian Curriculum or VCAA Study Design).	☑ KLA leader ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
• Align any planning to the Victorian Curriculum or VCAA Study Design and utilise backwards mapping.	☑ KLA leader ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Develop curriculum resources that are based on appropriate developmental stages.	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Complete regular check ins on the development of curriculum resources/documents.	☑ KLA leader ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

• Develop curriculum resources based on the Instructional Model, that set clear goals and direction for the teaching and learning for each student in every class.	☑ KLA leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Provide and promote professional learning opportunities focussing on responsive teaching (formative assessment, data analysis, curriculum adjustments).	☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Participate in professional learning opportunities focussing on responsive teaching (formative assessment, data analysis, curriculum adjustments).	☑ Education support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Other funding will be used
• Collect reading data to inform the future direction to target school wide reading improvement.	☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Participate in the Alpine/Towong Network's Collaboration Community of Practice (CoP) and DET Learning Specialist training.	☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
• Recruit additional staff to provide students with literacy supports.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 1	$24,923.45 ☑ Equity funding will be used

Goal 3	Optimise each student's wellbeing and engagement in learning.
12-month target 3.1 target	Decrease the number of average absence days, from 31.2 per fulltime equivalent student in 2023, to less than 25.0 days in 2024.
12-month target 3.2 target	Improve Teacher concern from 33% in 2023 to 45% in 2024. Improve Student voice and agency from 45% in 2023 to 50% in 2024.
12-month target 3.3 target	Improve Promote student ownership of learning goals from 14% in 2023 to 45% in 2024. Improve Support growth and learning of the whole student from 43% in 2023 to 55% in 2024.

KIS 3.b Empowering students and building school pride	Empower students as active agents in their learning.
Actions	• Build the belonging of all students in our school by beginning the consistent, school wide implementation of the School Wide Positive Behaviour Support (SWPBS). • Develop teacher's capability to involve students in their learning.
Outcomes	Students will: • Feel like they belong to our school, not just fit in. • Know and explain the structures and processes that support their own wellbeing and engage in them and the SWPBS. • Actively incorporate their own voice in their classes, learning and IEPs. ES Staff will: • Utilise strategies to build belonging for students in our school. • Know, understand and implement structures and processes that support their own, and students', wellbeing and engage in them and the SWPBS. • Assist with the creation and implementation of student IEPs as needed. Teachers will: • Utilise strategies to build belonging for students in our school. • Know, understand and implement structures and processes that support their and students' wellbeing and engage in them and the SWPBS.. • Actively seek student voice to incorporate into lesson and curriculum planning. • Assist with the creation and implementation of student IEPs as needed. Leaders will: • Regularly review data to meet student needs. • Use systems and processes to monitor the wellbeing of students. • Observe SWPBS in practice and discuss findings with leaders to inform further implementation.
Success Indicators	Early indicators: • Curriculum documentation will show plans for involving students in their learning • Notes from Learning Walks and Talks will show how staff are embedding students' involvement in their learning • Notes from Behaviour Walks and Talks will show positive student behaviours • Resources displayed around the school will reflect the SWPBS Late indicators: • Student attendance will improve • SSS factors 'promote student ownership of learning goals' and 'support growth and learning of whole student' will increase • AtoSS factors 'teacher concern' and 'improve student voice and agency' will increase • Notes from Learning Walks and Talks will show how staff are embedding students' involvement in their learning • Notes from Behaviour Walks and Talks will show positive student behaviours

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
• Provide a meeting schedule that allows all staff to work on student engagement and wellbeing.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Dedicate meeting time for the deliberate development and implementation of resources and strategies for SWPBS.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00
• Support the exploration and implementation of strategies to build our students' belonging at our school, incorporating a variety of resources.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
• Support and build the capacity of all staff with designed professional learning, to develop an understanding of IEPs and the confidence to implement strategies to focus on students' belonging and SWPBS.	☑ Wellbeing team	☑ PLP Priority	from: Term 2 to: Term 3	$2,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
• Resource systems and processes for SWPBS through budget allocation, including the design and development of a communications strategy.	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 2	$2,500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
• Evaluate the initial implementation of the SWPBS, and refine the implementation, using the tiered fidelity inventory (and other assessment tools).	☑ SWPBS leader/team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
• Use the meeting schedule to provide time for school staff to understand and develop explicit teaching strategies using the High Impact Wellbeing Strategies (HIWS) for use in extended home groups and/or across the school.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	$0.00

• Develop and document the planned explicit teaching strategies of wellbeing and personal and social capability, for use in extended home groups and/or across the school.	☑ Homegroup teachers ☑ Team leader(s) ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
• Build the capacity of teachers to implement and use explicit teaching strategies in wellbeing, personal and social capability in extended home groups and/or across the school.	☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used
• Implement explicit teaching of wellbeing and the personal and social capability in extended home groups and/or across the school.	☑ Homegroup teachers ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
• Model, monitor and assist with the development of learning goals in extended home groups and/or across the school.	☑ Homegroup teachers ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Build the capacity of staff to identify students requiring adjustments/modifications and know appropriate interventions to promote their learning strengths.	☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Increase time fraction for mental health staff as needed to support students.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$23,253.25 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
• Participate in wellbeing collaboration opportunities, focussed on student wellbeing and engagement, such as PLCs, Learning Area meetings, Wellbeing meetings and Engagement Walk and Talks and data wall work.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
• Schedule and facilitate Mental Health 1st Aid, peer support training, 'teach the teacher' and other support for students.	☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,500.00 ☑ Schools Mental Health Menu items will be used

• Provide input, evidence and review the development of IEPs, in conjunction with the Leading Teacher.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 3	$0.00
• Utilise student goals in classes.	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Develop a data wall tracking student absences.	☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
• Maintain the tracking of absences using the data wall and implement procedures to respond to absence targets.	☑ Leading teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
• Develop and document procedures to implement that are designed to improve absences.	☑ Wellbeing team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 2 to: Term 3	$0.00
• Implement the procedures to target absence.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Participate in the Alpine/Towong Network's Belonging CoP.	☑ Assistant principal ☑ Leading teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
• Recruit additional wellbeing and/or support staff as needed to support students.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$66,791.70 ☑ Disability Inclusion Tier 2 Funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$24,923.45	$24,923.45	$0.00
Disability Inclusion Tier 2 Funding	$66,791.70	$66,791.70	$0.00
Schools Mental Health Fund and Menu	$30,753.25	$37,500.00	-$6,746.75
Total	**$122,468.40**	**$129,215.15**	**-$6,746.75**

Activities and milestones – Total Budget

Activities and milestones	Budget
• Recruit additional staff to provide students with literacy supports.	$24,923.45
• Support and build the capacity of all staff with designed professional learning, to develop an understanding of IEPs and the confidence to implement strategies to focus on students' belonging and SWPBS.	$2,500.00
• Resource systems and processes for SWPBS through budget allocation, including the design and development of a communications strategy.	$2,500.00
• Increase time fraction for mental health staff as needed to support students.	$23,253.25
• Schedule and facilitate Mental Health 1st Aid, peer support training, 'teach the teacher' and other support for students.	$2,500.00
• Recruit additional wellbeing and/or support staff as needed to support students.	$66,791.70
Totals	**$122,468.40**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
• Recruit additional staff to provide students with literacy supports.	from: Term 1 to: Term 1	$24,923.45	☑ School-based staffing
Totals		**$24,923.45**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
• Recruit additional wellbeing and/or support staff as needed to support students.	from: Term 1 to: Term 2	$66,791.70	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		**$66,791.70**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
• Support and build the capacity of all staff with designed professional learning, to develop an understanding of IEPs and the confidence to implement strategies to focus on students' belonging and SWPBS.	from: Term 2 to: Term 3	$2,500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)

• Resource systems and processes for SWPBS through budget allocation, including the design and development of a communications strategy.	from: Term 2 to: Term 2	$2,500.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
• Increase time fraction for mental health staff as needed to support students.	from: Term 1 to: Term 4	$30,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students

• Schedule and facilitate Mental Health 1st Aid, peer support training, 'teach the teacher' and other support for students.	from: Term 2 to: Term 4	$2,500.00	☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia)
			
			This activity will use Mental Health Menu staffing
			   o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
			   o Program delivered in school by external service provider
			   o Employ CRT to release staff member

Totals		$37,500.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
• Develop leadership understanding and capacity to facilitate learning opportunities based on developing a learning and collaborative culture.	☑ Leadership team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ Internal staff ☑ External consultants Tracey Ezard	☑ On-site
• Participate in professional learning opportunities, work to develop our understanding of, and capacity to contribute to, a learning and collaborative culture.	☑ Teacher(s)	from: Term 3 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
• Participate in teaching and learning collaboration time opportunities focussed on student growth, such as PLCs, Learning Area meetings, Learning Walk and Talks and data wall work.	☑ KLA leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
• Participate in professional learning opportunities focussing on responsive teaching (formative assessment, data analysis, curriculum adjustments).	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist	☑ On-site

• Participate in the Alpine/Towong Network's Collaboration Community of Practice (CoP) and DET Learning Specialist training.	☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Network professional learning ☑ Communities of practice ☑ Regional leadership conferences	☑ SEIL	☑ On-site
• Support and build the capacity of all staff with designed professional learning, to develop an understanding of IEPs and the confidence to implement strategies to focus on students' belonging and SWPBS.	☑ Wellbeing team	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
• Build the capacity of teachers to implement and use explicit teaching strategies in wellbeing, personal and social capability in extended home groups and/or across the school.	☑ Wellbeing team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
• Participate in wellbeing collaboration opportunities, focussed on student wellbeing and engagement, such as PLCs, Learning Area meetings, Wellbeing meetings and Engagement Walk and Talks and data wall work.	☑ All staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site

| Participate in the Alpine/Towong Network's Belonging CoP. | ☑ Assistant principal ☑ Leading teacher(s) | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team | ☑ Network professional learning ☑ Communities of practice ☑ Regional leadership conferences | ☑ SEIL | ☑ On-site |