

# 2024 Annual Implementation Plan

## for improving student outcomes

Monbulk College (8065)



Submitted for review by Mark Quinlan (School Principal) on 20 December, 2023 at 05:42 PM  
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 21 December, 2023 at 02:42 PM  
Endorsed by Naomi Hammett (School Council President) on 29 April, 2024 at 04:57 PM

## Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	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>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## 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>Priorities goal</b> 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.</p>	No	Support for the priorities	
Improve learning outcomes for all students	Yes	By 2024 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 20% or above, and for writing from 16% in 2019 to 21% or above.	By 2025 improve the percentage of students achieving more than above benchmark growth in years growth in Progressive Achievement Testing (PAT) for reading and writing.
		By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 25% or below, and for writing from 34% in 2019 to 29% or below.	By 2025, decrease the percentage of students achieving less than a years growth in Progressive Achievement Testing (PAT) for reading and writing.
		By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).	By 2025, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top quartile (based on 2021 PAT data).

		<p>By 2024 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures)            Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.</p>	<p>By 2025 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures)Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.</p>
		<p>By 2024 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.</p>	<p>By 2025 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.</p>
		<p>By 2024, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 46% to 51%</li> <li>• Understand how to use data from 42% to 47%</li> <li>• Teacher collaboration from 52% to 57%</li> <li>• Use student feedback to improve practice from 71% to 73%</li> <li>• Time to share pedagogical content knowledge from 37% to 42%</li> </ul>	<p>By 2025, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors:Academic emphasis from 46% to 51%Understand how to use data from 42% to 47%Teacher collaboration from 52% to 57%Use student feedback to improve practice from 71% to 73%Time to share pedagogical content knowledge from 37% to 42%</p>
Increase student empowerment as members of the learning community	No	<p>By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors:</p> <ul style="list-style-type: none"> <li>• Teacher concern from 33% to 38%</li> <li>• Student voice and agency from 34% to 39%</li> <li>• Stimulated learning 38% to 43%</li> <li>• Differentiated learning challenge 47% to 52%</li> <li>• Self-regulation and goal setting 49% to 54%</li> </ul>	
		<p>By 2024 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2019 figures for:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement from 57% to 60%</li> <li>• Student connectedness from 77% to 82%</li> <li>• Positive transitions from 66% to 71%</li> </ul>	

		<ul style="list-style-type: none"> <li>• Student motivation and support from 51% to 56%</li> <li>• Student voice and agency from 69% to 74%</li> <li>• Confidence and resiliency skills from 69% to 74%</li> </ul>	
		By 2024 improve positive percentage responses on a school-developed student voice and agency survey by 5% from 2022 base figures.	
Develop students as healthy, resilient, and connected members of the school community	Yes	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below
		By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: <ul style="list-style-type: none"> <li>• Sense of connectedness from 44% to 49% or above</li> <li>• High expectations for success from 58% to 63% or above</li> <li>• Resilience from 48% to 53% or above</li> <li>• Attitudes to attendance from 68% to 73% or above</li> </ul>	By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors:- Sense of connectedness from 44% to 49% or above- High expectations for success from 58% to 63% or above- Resilience from 48% to 53% or above- Attitudes to attendance from 68% to 73% or above
		By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined)	By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined).

<b>Goal 2</b>	<b>Improve learning outcomes for all students</b>
<b>12-month target 2.1-month target</b>	By 2025 improve the percentage of students achieving more than above benchmark growth in years growth in Progressive Achievement Testing (PAT) for reading and writing.
<b>12-month target 2.2-month target</b>	By 2025, decrease the percentage of students achieving less than a years growth in Progressive Achievement Testing (PAT) for reading and writing.

<b>12-month target 2.3-month target</b>	By 2025, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top quartile (based on 2021 PAT data).
<b>12-month target 2.4-month target</b>	By 2025 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures)  Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.
<b>12-month target 2.5-month target</b>	By 2025 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.
<b>12-month target 2.6-month target</b>	By 2025, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors:  Academic emphasis from 46% to 51% Understand how to use data from 42% to 47% Teacher collaboration from 52% to 57% Use student feedback to improve practice from 71% to 73% Time to share pedagogical content knowledge from 37% to 42%
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Strengthen a consistent whole-school approach to high-quality instructional practice  Yes
<b>KIS 2.b</b> Professional leadership	Build a highly effective, collaborative professional learning communities' culture  No
<b>KIS 2.c</b> Excellence in teaching and learning	Build the whole-school capability and responsibility to cater for the range of student abilities  No



<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>A whole-school approach to teaching and learning – achieved through the development and implementation of a robust instructional model, the SWPBS initiative, and PLCs – enables us to deliver our curricula and engage students in the most consistent and effective way to achieve the best outcomes in teaching and learning.</p> <p>The college will continue to support teachers to improve their pedagogical practices, and this is a continuation of the core work. Our teachers will need to continue to collaborate together to support greater rigor of curriculum planning, lesson planning and classroom and the school environment culture.</p> <p>Our School-Wide Positive Behaviour Support (SWPBS) initiative embodies our commitment to upholding our school's values of respect, excellence, and responsibility. This initiative ensures a safe, effective, and supportive school culture, where everyone feels they both belong and can thrive.</p>	
<p><b>Goal 4</b></p>	<p><b>Develop students as healthy, resilient, and connected members of the school community</b></p>	
<p><b>12-month target 4.1-month target</b></p>	<p>By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below</p>	
<p><b>12-month target 4.2-month target</b></p>	<p>By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors:</p> <ul style="list-style-type: none"> <li>- Sense of connectedness from 44% to 49% or above</li> <li>- High expectations for success from 58% to 63% or above</li> <li>- Resilience from 48% to 53% or above</li> <li>- Attitudes to attendance from 68% to 73% or above</li> </ul>	
<p><b>12-month target 4.3-month target</b></p>	<p>By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined).</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 4.a</b> Positive climate for learning</p>	<p>Strengthen school-wide wellbeing processes and programs</p>	<p>Yes</p>
<p><b>KIS 4.b</b> Community engagement in learning</p>	<p>Improve pathways provision to cater for the aspirations of students</p>	<p>No</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.

Our School-Wide Positive Behaviour Support (SWPBS) initiative embodies our commitment to upholding our school's values of respect, excellence, and responsibility. This initiative ensures a safe, effective, positive and supportive school culture, where everyone feels they both belong and can thrive. The College has continued to develop a school wide behaviour support (SWPBS) framework and matrix. The College needs to continue to build and strengthen school-wide wellbeing processes and programs.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Improve learning outcomes for all students
<b>12-month target 2.1 target</b>	By 2025 improve the percentage of students achieving more than above benchmark growth in years growth in Progressive Achievement Testing (PAT) for reading and writing.
<b>12-month target 2.2 target</b>	By 2025, decrease the percentage of students achieving less than a years growth in Progressive Achievement Testing (PAT) for reading and writing.
<b>12-month target 2.3 target</b>	By 2025, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top quartile (based on 2021 PAT data).
<b>12-month target 2.4 target</b>	By 2025 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures)  Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.
<b>12-month target 2.5 target</b>	By 2025 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.
<b>12-month target 2.6 target</b>	By 2025, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors:  Academic emphasis from 46% to 51% Understand how to use data from 42% to 47% Teacher collaboration from 52% to 57% Use student feedback to improve practice from 71% to 73% Time to share pedagogical content knowledge from 37% to 42%
<b>KIS 2.a</b> Building practice excellence	Strengthen a consistent whole-school approach to high-quality instructional practice
<b>Actions</b>	Embed instructional model in curriculum outlines and lesson planning using a common template and saved in the Monbulk College shared OneDrive. Embed SWPBS framework across the whole school.

	Embed a guaranteed and viable Years 7-10/Senior School Curriculum and Assessment that is visible and saved in the Monbulk College shared OneDrive.
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>Empower middle leaders to implement instructional model, viable curriculum and SWPBS.</li> <li>Support learning area collaboration to enable teams to evaluate and plan curriculum, assessments, lessons</li> <li>Enable Professional Learning Communities (PLC) structures to support teacher collaboration and reflection of strengthen teaching practice</li> <li>Provide targeted professional learning and support for leadership, teachers, PLC teams and improving pedagogical practices</li> <li>Lead the implementation of the instructional model</li> <li>Build teacher capacity to use the instructional model</li> <li>Lead the development of Victoria Curriculum and Senior Curriculum</li> <li>Build teacher capacity to develop curriculum and assesses against the curriculum</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Structure their lessons using the newly developed instructional model</li> <li>Ensure that Compass lesson plans are uploaded using the Monbulk College "LEARN" template</li> <li>Continue to develop courses that comply with the Victoria Curriculum and Senior School Curriculum</li> <li>Continue to develop viable scope and sequence from 7-10 with a focus on assessment and teacher judgements</li> <li>Utilise learning area collaborative time to evaluate and plan curriculum, assessments, lessons</li> <li>Use PLCs collaboratively to strengthen teaching practices</li> <li>Embed literacy and numeracy strategies in classroom practices</li> <li>Actively participate in targeted professional learning to improve teaching practices and student outcomes</li> <li>Understand and explicitly use differentiated literacy and numeracy learning activities across subject areas</li> <li>Demonstrate knowledge of student literacy and numeracy progression outlined in the Victorian Curriculum</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Experience success and celebrate the acquisition of knowledge and skills</li> <li>Know what the next steps are to progress their learning</li> <li>Explain and apply literacy and numeracy strategies within their work and across subjects</li> <li>Understand where they are at with their learning, and what they need to do next to improve</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Instructional model utilised in every lesson plan</li> <li>Peer observations and learning walks reflect staff implementing the instructional model</li> <li>Planners reflect the instructional model</li> <li>Course outlines include evidence of planning using the instructional model</li> <li>All students have a clear understanding of lesson plan. As evidenced by the ATSS data</li> </ul>

	<p>Classroom observations and learning walks demonstrating effective pedagogical practices and lesson planning</p> <p>Professional Learning Community (PLC) Teams will measure their effectiveness on a continuum of practice and demonstrate improvement in 2024</p> <p>Observations from PLC facilitators and members of the leadership team</p> <p>Feedback from the School Improvement Team (Leadership Team)</p> <p>Reflections from PLC cycles</p> <p>Increase in scores related to learner attendance and high expectations for success in the Attitude to School Survey (AToSS)</p> <p>Expected behaviours are displayed prominently throughout the school</p> <p>Behaviour records in learning management system</p> <p>Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours</p> <p>Use of SWPBS language evident in peer observations</p> <p>Focus groups responses reflect improved relationships between staff and students, students and students</p> <p>Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award</p> <p>Reduced exclusionary discipline recorded in learning management system</p> <p>Begin to achieve a baseline of data for exclusionary practices</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning for implementing instructional model.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Coaching for implementing instructional model.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Professional learning for curriculum development using instructional model	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

Tutoring	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 4</b>	Develop students as healthy, resilient, and connected members of the school community			
<b>12-month target 4.1 target</b>	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below			
<b>12-month target 4.2 target</b>	By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: - Sense of connectedness from 44% to 49% or above - High expectations for success from 58% to 63% or above - Resilience from 48% to 53% or above - Attitudes to attendance from 68% to 73% or above			
<b>12-month target 4.3 target</b>	By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined).			
<b>KIS 4.a</b> Health and wellbeing	Strengthen school-wide wellbeing processes and programs			
<b>Actions</b>	Implement School Wide Positive Behavior Support (SWPBS) Universal Prevention Action Plan Embed a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy Identify and implement positive student wellbeing approaches and programs			
<b>Outcomes</b>	Outcomes: Leaders will: Build teacher capacity to promote mental health: social and emotional learning Promote a consistent and everyday approach to embed social and emotional learning approaches in classrooms Strengthen engagement with regional and external support agencies Identify at-risk students and receive targeted and timely support			

	<p>Use restorative conversations, not just the wellbeing team  Strength-based language used in classrooms and around the school  Use College Values Recognition/Green oneChronicles and Grade Point Average (GPA) to promote school values and positive endorsement of student behaviour  Develop and implement whole school Student Wellbeing Support Framework (SESF)  Identify major and minor behaviours within the SWPBS framework</p> <p>Teachers will:  Consistently model and agreed routines and practices  Identify at-risk students and receive targeted and timely support  Use restorative conversations, not just the wellbeing team  Use strength based language being used in classrooms and around the school  Use green chronicles to promote school values and positive endorsement of student behaviour  Develop and use social and emotional learning</p> <p>Students will:  Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate  Receive regular communication and support from the school  Be connected to allied health and mental health services</p>
<p><b>Success Indicators</b></p>	<p>Classroom observations and learning walks demonstrating effective SWPBS strategies  Professional Learning Community (PLC) Teams will measure their effectiveness on a continuum of practice and demonstrate improvement in 2024  Observations from PLC facilitators and members of the leadership team  Feedback from the School Improvement Team (Leadership Team)  Reflections from PLC cycles  Expected behaviours are displayed prominently throughout the school  Behaviour records in learning management system  Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours  Use of SWPBS language evident in peer observations  Focus groups responses reflect improved relationships between staff and students, students and students  Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award  Reduced exclusionary discipline recorded in learning management system  Begin to achieve a baseline of data for exclusionary practices</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning for implementing SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Coaching for implementing SWPBS	<input checked="" type="checkbox"/> School leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Wellbeing Support Team	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100,000.00  <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



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$103,206.20	\$105,000.00	-\$1,793.80
Disability Inclusion Tier 2 Funding	\$176,150.82	\$180,000.00	-\$3,849.18
Schools Mental Health Fund and Menu	\$68,333.72	\$72,000.00	-\$3,666.28
<b>Total</b>	<b>\$347,690.74</b>	<b>\$357,000.00</b>	<b>-\$9,309.26</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Tutoring	\$100,000.00
Wellbeing Support Team	\$100,000.00
<b>Totals</b>	<b>\$200,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutoring	from: Term 1 to: Term 4	\$105,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

<b>Totals</b>		\$105,000.00	
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### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Tutoring	from: Term 1 to: Term 4	\$80,000.00	<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>Education support</li> </ul>
Wellbeing Support Team	from: Term 1 to: Term 3	\$100,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>Education support</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>Education support staff</li> </ul>
<b>Totals</b>		\$180,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing Support Team	from: Term 1 to: Term 3	\$72,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Youth worker</li> </ul>
<b>Totals</b>		\$72,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Professional learning for implementing instructional model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
Coaching for implementing instructional model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<input checked="" type="checkbox"/> On-site
Professional learning for curriculum development using instructional model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Professional learning for implementing SWPBS.	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Coaching for implementing SWPBS	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site