

2022 Annual Implementation Plan

for improving student outcomes

Pakenham Secondary College (8223)



Submitted for review by Ray Squires (School Principal) on 08 March, 2022 at 08:55 AM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 08 March, 2022 at 01:29 PM
Endorsed by Wayne Hampton (School Council President) on 11 March, 2022 at 09:01 AM

Self-evaluation Summary - 2022

Pakenham Secondary College (8223)

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

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

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	<p>There has been a significant focus on the implementation of School Wide Positive Behaviour (SWPB) which has now become a key plank in our student management process. Focussed lessons have supported the implementation of the Behaviour matrix and there is a general feeling that we are starting to see the real benefits of this process.</p> <p>It is generally accepted that PLCs and the use of a tailored Inquiry Cycle are embedded across the College and that the leadership provided by KLA leaders will ensure that this continues. Significant progress has been made to ensure staff became more open to receiving feedback from students and using the learning data to inform their practice. This has led to a greater understanding of the importance of differentiation and the requirement to extend the learning of all students. Additionally, teachers have become more adept at using a greater variety of assessment strategies to judge student progress.</p> <p>The school now has a well-developed instructional model that is based on:</p> <ul style="list-style-type: none"> • Literacy for Learning – the school has continued its focus on literacy with all staff new to the college undertaking 18 hours of Literacy based PD • The High Impact Teaching Strategies – The application of instructional practices such as Learning Intentions, Multiple exposures, plenaries, feedback and differentiated teaching is now more consistent across the school • The teaching and learning cycle – through the application of the cycle staff are able to support students as they shift from being dependent on the teacher to being able to independently demonstrate their understanding of a particular topic. This has provided teachers with an enhanced view of the methodology that sits behind explicit teaching and worked examples. <p>The enhancing teacher practice workshops allow for staff to be supported in the development of their practice.</p>
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Considerations for 2022	The main focus for 2022, is based around routine, implementation of the Instructional Model and supporting students who fell behind in their learning during 2021.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Maximise student learning in literacy and numeracy.</p>
Target 2.1	<p>NAPLAN Top 2 bands</p> <p>Increase the percentage of students in the top two bands NAPLAN:</p> <ul style="list-style-type: none"> • numeracy from 12% (2021) to 18% (2025).
Target 2.2	<p>NAPLAN Bottom 2 bands</p> <p>Decrease the percentage of students in the bottom two bands NAPLAN:</p> <ul style="list-style-type: none"> • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025)

	<ul style="list-style-type: none"> • numeracy from 34% (2021) to 28% (2025).
Target 2.3	<p>NAPLAN Benchmark growth</p> <p>Increase the percentage of students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025).
Target 2.4	<p>VCE subject scores</p> <p>The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).</p>
Target 2.5	<p>VCAL completion</p> <p>Increase the VCAL completion rates:</p> <ul style="list-style-type: none"> • Intermediate from 46% (2020) to 80% (2025) • Senior from 78% (2020) to 90% (2025).
Key Improvement Strategy 2.a Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment.

Key Improvement Strategy 2.b Evaluating impact on learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to differentiate learning tasks to meet students at point of need.
Goal 3	Strengthen students' agency, engagement and connectedness to school and peers.
Target 3.1	<p>Attitudes to School Survey</p> <p>Increase the percentage positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • <i>school connectedness</i> from 45% (2019) to 55% (2025) • <i>student voice and agency</i> from 41% (2019) to 51% (2025) • <i>self-regulation and goal setting</i> from 61% (2019) to 70% (2025)
Target 3.2	<p>School Staff Survey</p> <p>Increase the percentage positive endorsement for the SSS factor:</p> <ul style="list-style-type: none"> • <i>understand how analyse data</i> from 46% (2020) to 60% (2025).
Target 3.3	<p>Student attendance</p> <ul style="list-style-type: none"> • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025).

Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership
Key Improvement Strategy 3.b Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.
Key Improvement Strategy 3.c Curriculum planning and assessment	Engage students to support the development of learning opportunities that are engaging and promote curiosity.
Goal 4	Improve social and emotional wellbeing of all students
Target 4.1	<p>Parent Opinion Survey</p> <p>Increase the percentage positive endorsement for the POS factors:</p> <ul style="list-style-type: none"> • <i>general satisfaction from 64% (2020) to 75% (2025).</i> • <i>teacher communication from 46% (2020) to 60% (2025).</i> • <i>school communication from 69% (2020) to 75% (2025).</i>
Target 4.2	<p>Student Attitudes to School Survey</p> <p>Increase the percentage positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • <i>effective classroom behaviour from 48% (2020) to 53% (2025).</i> • <i>sense of connectedness from 34% (2020) to 45% (2025).</i> • <i>perceptions of LGBTIQ phobic discrimination from 23% (2020) to 38% (2025).</i>

Key Improvement Strategy 4.a Health and wellbeing	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>ODT / DAL testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.</p>
<p>Maximise student learning in literacy and numeracy.</p>	No	<p>NAPLAN Top 2 bands</p> <p>Increase the percentage of students in the top two bands NAPLAN:</p> <ul style="list-style-type: none"> numeracy from 12% (2021) to 18% (2025). 	

		<p>NAPLAN Bottom 2 bands</p> <p>Decrease the percentage of students in the bottom two bands NAPLAN:</p> <ul style="list-style-type: none"> • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025) • numeracy from 34% (2021) to 28% (2025). 	
		<p>NAPLAN Benchmark growth</p> <p>Increase the percentage of students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025). 	
		<p>VCE subject scores</p> <p>The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).</p>	
		<p>VCAL completion</p> <p>Increase the VCAL completion rates:</p> <ul style="list-style-type: none"> • Intermediate from 46% (2020) to 80% (2025) 	

		<ul style="list-style-type: none"> • Senior from 78% (2020) to 90% (2025). 	
Strengthen students' agency, engagement and connectedness to school and peers.	No	<p>Attitudes to School Survey</p> <p>Increase the percentage positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • <i>school connectedness</i> from 45% (2019) to 55% (2025) • <i>student voice and agency</i> from 41% (2019) to 51% (2025) • <i>self-regulation and goal setting</i> from 61% (2019) to 70% (2025) 	
		<p>School Staff Survey</p> <p>Increase the percentage positive endorsement for the SSS factor:</p> <ul style="list-style-type: none"> • <i>understand how analyse data</i> from 46% (2020) to 60% (2025). 	
		<p>Student attendance</p> <ul style="list-style-type: none"> • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025). 	

Improve social and emotional wellbeing of all students	No	<p>Parent Opinion Survey</p> <p>Increase the percentage positive endorsement for the POS factors:</p> <ul style="list-style-type: none"> • <i>general satisfaction from 64% (2020) to 75% (2025).</i> • <i>teacher communication from 46% (2020) to 60% (2025).</i> • <i>school communication from 69% (2020) to 75% (2025).</i> 	
		<p>Student Attitudes to School Survey</p> <p>Increase the percentage positive endorsement for the AtoSS factors:</p> <ul style="list-style-type: none"> • <i>effective classroom behaviour from 48% (2020) to 53% (2025).</i> • <i>sense of connectedness from 34% (2020) to 45% (2025).</i> • <i>perceptions of LGBTIQ phobic discrimination from 23% (2020) to 38% (2025).</i> 	

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>ODT / DAL testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy.</p> <p>Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	ODT / DAL testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Enhance teacher use of the teaching and learning cycle by focusing on the effective use of model texts and the register continuum. • Ensure all rubrics across all faculties include assessment criteria that have a literacy component. • Review and embed the use of the College's Math's Pedagogical Plan with a view to supporting the growth of all students. • Undertake an assessment audit to ensure that teachers understand the role that "pre-testing" and "mid-unit" assessments have in ensuring that their practice is "at the point of need" of the student. • Implement processes that support Year 10 operating as a stand-alone sub-school which better supports students as they transition to Year 11 and 12. • Enhance the use of student specific feedback to inform classroom practice and content covered within the curriculum. • Utilise numeracy and literacy tutors to support student learning across Year 7 to 11.
Outcomes	Leaders will: <ul style="list-style-type: none"> • Provide ongoing support and Professional Development in the use of Literacy for Learning. • Interrogate the efficacy of the Mathematics Pedagogical model and make changes where needed. • Lead an assessment audit by setting parameters and sharing outcomes. • Attend KLA based PLCs. • Align key tasks at Year 10 and 11 to support the early identification of students at risk and better prepare them for the following year.

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Employ Literacy for Learning Strategies as part of their teaching and utilise model texts for all key tasks. • Review and update rubrics. <p>Students will:</p> <ul style="list-style-type: none"> • Utilise Literacy for Learning Strategies in key tasks. • Begin to have some input what they learn. 			
Success Indicators	<ul style="list-style-type: none"> • Observations of the Leadership / Principal team. • Feedback from Enhancing Teacher Practice meetings. • Teacher use of LFL and the Math's Pedagogical model. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teaching staff begin the year focusing on enhancing their practice through a series of professional learning sessions. Provide support for teachers to better understand what skills need to be emphasised to support students to be successful in their senior years.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment Audit completed	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Enhancing Teacher Practice meetings will focus on:</p> <ul style="list-style-type: none"> • The use of the Instructional Model with a focus on Literacy for Learning and the Math's Pedagogical model • The use of Pre and Mid cycle assessment tasks to differentiate the teaching • Consistent use of Compass and Office 365 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Literacy and Numeracy Tutors are activated across the school</p>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>SWPB</p> <ul style="list-style-type: none"> • Continue to activate an executive team to support the use of SWPB across the school. • Implement an acknowledgement system that is aligned with SWPBS Behaviour Matrix and includes differentiation between sub-schools. • Develop and deliver focus lessons across semester 1; include differentiation between sub-schools. <p>Student Profiles</p> <ul style="list-style-type: none"> • Embed the use of student profiles for Tier 3 students to aide internal transitions as students move from one year level to the next. • Identify Case leads for tier 3 and designated "at risk" cohorts. <p>Compass</p> <ul style="list-style-type: none"> • Activate team to review and embed the use of Compass and Office 365 as a communication tool between teachers, students and parents. <p>Student Voice and Agency</p> <ul style="list-style-type: none"> • Implement opportunities for increased student leadership across all year levels through a review of the current Student Leadership structure. • Allow for broader student participation in decision making within the College through the implementation of a Student Leadership Advisory Team. • Develop a buddy system in the junior sub schools whereby Year 9 students support Year 7 students in transitioning to secondary school. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Actively model and arrange for the teaching of expected behaviours. • Embed the use of student profiles and designate Case Leads for tier 3 students. • Develop and embed an acknowledgement system for expected behaviours. • Provide PD on the effective and consistent use of Compass and Office 365. • Embed student agency and feedback loops as part of the Instructional model. 			

	<ul style="list-style-type: none"> Review the student Leadership structure to allow for broader student participation in decision making such as the introduction of a Student Leadership Advisory team. <p>Teachers will:</p> <ul style="list-style-type: none"> Consistently apply the SWPB framework within the school setting. Seek feedback from students in relation to their teaching and allow for student input into what they learn. Share learning data, progress, and feedback with their students. Consistently use Compass and Office 365 as per the findings of the working party <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate expected behaviours. Be rewarded for showing the expected behaviours Be more active in the design of what is happening within classes and the school in general. 			
Success Indicators	<ul style="list-style-type: none"> Students in Year 7 are allocated a Year 9 Buddy. Findings of the Compass / Office 360 working party are being implemented. SWPB acknowledgement system is being implemented. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPB priorities for 2022 finalised.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Enhancing Teacher Practice meetings offer focus on use of Compass and Office 365.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Outcomes of Compass working party are clarified and Trial undertaken. Whole school PD to align with outcomes	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Leadership profile for the school is confirmed, leaders are in place and the role of the Student Leadership Advisory Team is confirmed and adopted.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Leadership Coordinator		to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Profiles are accessible on Compass.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$773,891.00	\$773,891.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$773,891.00	\$773,891.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy and Numeracy Tutors are activated across the school	\$100,000.00
Totals	\$100,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy and Numeracy Tutors are activated across the school	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$100,000.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Laptops for students	\$30,000.00
Time Allowances to support student learning and well-being	\$150,000.00
Instrumental Music	\$40,000.00
Extra VCE / VCAL / Pathways classes to support retention	\$200,000.00
No fees for students	\$30,000.00
Staffing to promote inclusion:	\$223,891.00
Third AP Full time Mental Health Practitioner	

Cultural Support Extra Well-being support	
Totals	\$673,891.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Laptops for students	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Other laptops for students to borrow
Time Allowances to support student learning and well-being	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing
Instrumental Music	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing
Extra VCE / VCAL / Pathways classes to support retention	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
No fees for students	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Staffing to promote inclusion: Third AP	from: Term 1	\$223,891.00	<input checked="" type="checkbox"/> School-based staffing

Full time Mental Health Practitioner Cultural Support Extra Well-being support	to: Term 4		
Totals		\$673,891.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Laptops for students	from: Term 1 to: Term 4		
Time Allowances to support student learning and well-being	from: Term 1 to: Term 4		
Instrumental Music	from: Term 1 to: Term 4		
Extra VCE / VCAL / Pathways classes to support retention	from: Term 1 to: Term 4		
No fees for students	from: Term 1 to: Term 4		
Staffing to promote inclusion:	from: Term 1		

Third AP Full time Mental Health Practitioner Cultural Support Extra Well-being support	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Laptops for students	from: Term 1 to: Term 4	\$0.00	
Time Allowances to support student learning and well-being	from: Term 1 to: Term 4	\$0.00	
Instrumental Music	from: Term 1 to: Term 4	\$0.00	
Extra VCE / VCAL / Pathways classes to support retention	from: Term 1 to: Term 4	\$0.00	
No fees for students	from: Term 1 to: Term 4		

Staffing to promote inclusion: Third AP Full time Mental Health Practitioner Cultural Support Extra Well-being support	from: Term 1 to: Term 4	\$0.00	
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Teaching staff begin the year focusing on enhancing their practice through a series of professional learning sessions.</p> <p>Provide support for teachers to better understand what skills need to be emphasised to support students to be successful in their senior years.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Assessment Audit completed</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Enhancing Teacher Practice meetings will focus on:</p> <ul style="list-style-type: none"> The use of the Instructional Model with a focus on Literacy for Learning and the Math's Pedagogical model The use of Pre and Mid cycle assessment tasks to differentiate the teaching Consistent use of Compass and Office 365 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

SWPB priorities for 2022 finalised.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Enhancing Teacher Practice meetings offer focus on use of Compass and Office 365.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Outcomes of Compass working party are clarified and Trial undertaken. Whole school PD to align with outcomes	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site