

# 2024 Annual Implementation Plan

## for improving student outcomes

Boronia K-12 College (8913)



Submitted for review by Adrienne Tanner (School Principal) on 29 February, 2024 at 01:41 PM  
Endorsed by John Roberts (Senior Education Improvement Leader) on 29 February, 2024 at 02:26 PM  
Endorsed by Susie Colling (School Council President) on 29 February, 2024 at 07:02 PM

## Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

<b>Leadership</b>		

<b>Engagement</b>		

<b>Support</b>		

<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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By November 2024, all cohorts will increase their numeracy skills as measured by an increase in students achieving in the 115 - 124 Band for PAT Maths from 26.45 % to 35% as measured by PAT Maths. This will be triangulated along with NAPLAN and Teacher Judgement college wide. Increase Emphasis in the Staff Opinion Survey from 27% positive to reflect state at 46 % by shifting neutral and negative into positive responses. In 2024 AtoSS school connectedness percentages of decrease negative endorsement by 10 % in Years 4-6, decrease negative endorsement by 15% in Year 7-9 and decrease negative endorsement by 10% in Year 10-12. Additionally, to shift Trust in Student and Parent as show in the Staff Opinion Survey from 25% to 48% positive (state benchmark) by shifting negative and neutral responses to positive responses.</p>
To improve student achievement.	No	<p><b>NAPLAN</b> By 2024 increase the percentage of students achieving in the top two bands. <b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Year 3: 45 (from 43 2019)</li> <li>• Year 5: 45 (from 36 2019)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Year 7: 20 (from 8 2019)</li> <li>• Year 9: 20 (from 8 2019)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Year 3: 45 (from 18 2019)</li> <li>• Year 5: 18 (from 14 2019)</li> <li>• Year 7: 15 (from 5 2019)</li> <li>• Year 9: 10 (from 0 2019)</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Year 3: 35 (from 22 2019)</li> <li>• Year 5: 20 (from 6 2019)</li> <li>• Year 7: 25 (from 15 2019)</li> <li>• Year 9: 20 (from 14 2019)</li> </ul>	
		<p>NAPLAN: Years 3–5, 5–7, 7–9 Benchmark Growth By 2024 to increase the percentage of students making benchmark high growth.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Year 3-5: 25 (from 17 in 2019)</li> <li>• Year 5-7: 18 (from 9 in 2019)</li> <li>• Year 7-9: 20 (from 14 in 2019)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Year 3-5: 25 (from 17 in 2019)</li> <li>• Year 5-7: 25 (from 17 in 2019)</li> <li>• Year 7-9: 20 (from 6 in 2019)</li> </ul> <p><b>Numeracy:</b></p> <ul style="list-style-type: none"> <li>• Year 3-5: 25 (from 14 in 2019)</li> <li>• Year 5-7: 25 (from 18 in 2019)</li> <li>• Year 7-9: 25 (from 23 in 2019)</li> </ul>	
		<p><b>VCE</b> By 2024 increase the VCE mean study score to 27 (from 23.55 2019).</p>	
		<p><b>Staff opinion as shown in the SSS.</b> By 2024 to increase the percentage of positive endorsement:</p>	

		<ul style="list-style-type: none"> <li>• Use of data for curriculum planning to 75 (from 68 in 2019)</li> <li>• Professional learning through peer observation to 50 (from 26 in 2019)</li> </ul>	
To improve student engagement and ownership of learning.	No	<p><b>Student opinion as shown in the AToSS</b> By 2024, the percentage of positive endorsement scores on the AToSS will be (2019 outcomes in brackets)</p> <p><b>Student voice and agency</b></p> <ul style="list-style-type: none"> <li>• Year 4: (73) 85</li> <li>• Year 5: (82) 85</li> <li>• Year 6: (73) 85</li> <li>• Year 7: (46) 60</li> <li>• Year 8: (34) 60</li> <li>• Year 9: (27) 60</li> <li>• Year 10: (40) 60</li> <li>• Year 11: (30) 60</li> <li>• year 12: (30) 60</li> </ul> <p><b>Self-regulation and goal setting</b></p> <ul style="list-style-type: none"> <li>• Year 5: (88) 90</li> <li>• Year 6: (73) 85</li> <li>• Year 7: (54) 65</li> <li>• Year 8: (54) 65</li> <li>• Year 9: (47) 65</li> <li>• Year 10: (45) 60</li> <li>• Year 11: (47) 60</li> <li>• year 12: (36) 60</li> </ul> <p><b>Stimulated learning</b></p> <ul style="list-style-type: none"> <li>• Year 4: (90) 95</li> <li>• Year 5: (89) 95</li> <li>• Year 8: (53) 63</li> <li>• Year 9: (34) 63</li> <li>• Year 10: (41) 55</li> <li>• Year 11: (44) 55</li> <li>• year 12: (24) 55</li> </ul>	

		<p><b>Parent opinion as shown on the POS</b> By 2024, the percentage of positive endorsement scores on the POS will be:</p> <ul style="list-style-type: none"> <li>• Student voice and agency 85 (from 82 in 2019)</li> </ul>																												
<p>To improve the social and emotional wellbeing of every student.</p>	<p>No</p>	<p><b>Student opinion as shown in the AToSS</b> By 2024 the percentage of positive endorsement scores on the AToSS will be (2019 outcomes in brackets)</p> <p><b>Resilience</b></p> <ul style="list-style-type: none"> <li>• Year 4: (79) 80</li> <li>• Year 5: (74) 80</li> <li>• Year 6: (79) 80</li> <li>• Year 7: (52) 60</li> <li>• Year 8: (44) 60</li> <li>• Year 9: (46) 60</li> <li>• Year 10: (46) 60</li> <li>• Year 11: (47) 60</li> <li>• Year 12: (36) 60</li> </ul> <p><b>Connectedness</b></p> <ul style="list-style-type: none"> <li>• Year 4: (67) 80</li> <li>• Year 5: (79) 80</li> <li>• Year 6: (72) 80</li> <li>• Year 7: (52) 55</li> <li>• Year 8: (44) 55</li> <li>• Year 9: (42) 55</li> <li>• Year 10: (46) 60</li> <li>• Year 11: (47) 60</li> <li>• Year 12: (36) 60</li> </ul> <table border="0" data-bbox="792 1145 1559 1273"> <tr> <td>Year 4</td> <td>Year 5</td> <td>Year 6</td> <td>Year 7</td> <td>Year 8</td> <td>Year 9</td> <td>Year 10</td> <td>Year 11</td> <td>Year 12</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>(42)</td> <td>(39)</td> <td>(32)</td> <td>(22)</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>55</td> <td>50</td> <td>50</td> <td>50</td> <td></td> </tr> </table>	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12					(42)	(39)	(32)	(22)						55	50	50	50		
Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12																						
				(42)	(39)	(32)	(22)																							
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		<p><b>Parent opinion as shown in the POS</b> By 2024 the percentage of positive endorsement scores on the POS will be:</p>																												

		<ul style="list-style-type: none"> <li>Confidence and Resilience: 86 (from 84 2019)</li> </ul>	
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<b>Goal 1</b>	<b>Priorities goal</b> <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.</b>	
<b>12-month target 1.1-month target</b>	<p>By November 2024, all cohorts will increase their numeracy skills as measured by an increase in students achieving in the 115 - 124 Band for PAT Maths from 26.45 % to 35% as measured by PAT Maths. This will be triangulated along with NAPLAN and Teacher Judgement college wide. Increase Emphasis in the Staff Opinion Survey from 27% positive to reflect state at 46 % by shifting neutral and negative into positive responses.</p> <p>In 2024 AtoSS school connectedness percentages of decrease negative endorsement by 10 % in Years 4-6, decrease negative endorsement by 15% in Year 7-9 and decrease negative endorsement by 10% in Year 10-12. Additionally, to shift Trust in Student and Parent as show in the Staff Opinion Survey from 25% to 48% positive (state benchmark) by shifting negative and neutral responses to positive responses.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	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 2024.	



## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<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.
<b>12-month target 1.1 target</b>	<p>By November 2024, all cohorts will increase their numeracy skills as measured by an increase in students achieving in the 115 - 124 Band for PAT Maths from 26.45 % to 35% as measured by PAT Maths. This will be triangulated along with NAPLAN and Teacher Judgement college wide. Increase Emphasis in the Staff Opinion Survey from 27% positive to reflect state at 46 % by shifting neutral and negative into positive responses.</p> <p>In 2024 AtoSS school connectedness percentages of decrease negative endorsement by 10 % in Years 4-6, decrease negative endorsement by 15% in Year 7-9 and decrease negative endorsement by 10% in Year 10-12. Additionally, to shift Trust in Student and Parent as show in the Staff Opinion Survey from 25% to 48% positive (state benchmark) by shifting negative and neutral responses to positive responses.</p>
<b>KIS 1.a</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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Employ a Learning Specialist to drive the Numeracy AIP goal</li> <li>- Design and implement a Numeracy Strategy Plan</li> <li>- Build staff capacity in assessment and differentiation in Mathematics in order to identify and meet students' individual learning needs</li> <li>- Identify and plan for students in Secondary requiring Tier 3 intervention in Numeracy</li> <li>- investigate, adapt and use data platform to guide teaching and learning</li> </ul>
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- develop fluency in maths so that they can transfer the learning into problem solving</li> <li>- have a greater understanding of where their strengths and challenges lie</li> <li>- see the joy in maths</li> <li>- have a specific numeracy goal within their IEPs</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use the data to plan and teach to point of need</li> <li>- regularly review the data to reflect student and teacher growth</li> <li>- develop their numeracy teaching skills by structured capacity building within the classroom</li> <li>- engage in school directed and self-directed professional learning based on areas of need</li> <li>- communicate regularly</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>- provide timetable structure to support capacity building</li> <li>- privilege time in Learning Areas to support the collaborative development of Math programs</li> <li>- allocated staff members to build capacity within staff and students</li> <li>- developing leadership capacity through the Communities of Practice</li> </ul> <p>Community will</p> <ul style="list-style-type: none"> <li>- receive regular communication and support for students who are deemed at risk</li> <li>- support students' regular attendance to maximise the learning of new skills.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- curriculum documents will show plans for varying levels of differentiation (supplementary, substantial and extensive adjustments) in mathematics</li> <li>- students IEPs will describe learning strategies, adjustments and supports to meet their needs</li> <li>- PAT data will show general and specific improvements for students overall mathematical skills</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Planning for professional learning to support key staff to begin to develop a whole school Numeracy Plan (ie Programs from The Academy) using the Community of Practices to develop leadership capacity around developing this Numeracy priority plan across the school, building individual and collective capacity in staff and targetting intervention with students	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning for staff (in house) on accessing and analysing PAT data through the meeting schedule. Ensuring that	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Learning Areas use that data to plan curriculum based on what the data is telling us.			to: Term 4	
Provide time for staff to explore the Numeracy Portal and connect with professional learning modules based on professional need through the meeting schedule and the new daily structure.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ensuring there is an ongoing schedule for SSGs and that information regarding current IEPs is distributed effectively so we are consistently discussing and sharing the adjustments required to meet the needs of these students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Regular, documented meetings around Mathematics learning and teaching (ie PLCs, staff meetings etc).	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Investigate and plan for Numeracy Intervention in the Secondary space using staff to build capacity in students and other staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of a Scope and Sequence of Numeracy skills across levels to ensure students are exposed multiple times to concepts in an increasingly difficult way. This will focus on building mathematical fluency and a structured way to embed this in practice and develop for students and staff	<input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Peer Observation with specific reference to consistency of practice, particularly for new initiatives to be timetabled on a regular basis.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop data platform with a view that data is regularly updated, accessed and actioned to ensure that we are fully understanding of the learning position of our students to enable responsive teacher and assessment	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,500.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 1.b</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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Introduce and embed the School Wide Positive Behaviour Support Program (Tier 1) with fidelity</li> <li>- Implement restructuring of Sub Schools to build student connectedness</li> <li>- adjustments to the structure of the day to promote engagement with at risk students and families</li> </ul>			
<b>Outcomes</b>	<p>Students will</p> <ul style="list-style-type: none"> <li>- participate in a calm and orderly learning environment</li> <li>- participate in structured lessons with specific and explicit teaching of the Postive Behaviour Expectations</li> <li>- at- risk ad vulnerable students will be identified and receive targeted support</li> <li>- IEPs will have a clear wellbeing goal</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>- Use common and positive language from the PBE matrix</li> <li>- develop sequential lessons with a focus on explicit teaching of the behaviours based on the lesson planning template</li> <li>- use Compass to record and recognise positive behaviour expectations to students and families</li> </ul> <p>Leadership will:</p> <ul style="list-style-type: none"> <li>- discuss PBE in an ongoing way through a permanent agenda item at SIT</li> </ul>			

	<ul style="list-style-type: none"> <li>- engage parents and community through Newsfeeds, social media and school council</li> <li>- running assemblies that reinforce positive behaviours</li> <li>- ensure the meeting schedule privilege time for staff to develop resources in an ongoing way</li> </ul> <p>Community will:</p> <ul style="list-style-type: none"> <li>- received regular communication and information through Compass Newsfeeds, Social media, emails, phone calls, bulletin boards.</li> <li>- be encouraged to engage in discussion around the PBE</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- classroom and peer observations, learning walks</li> <li>- increase in student, staff and parent perception results</li> <li>- attendance data (reduce number of students with less than 70% attendance and increase the number of students with more than 90% attendance)</li> <li>- progress SWPBS action plan by 80%</li> <li>- teachers use consistent language when addressing student behaviour</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Timetable adjustment to enable regular year levels / sub school assemblies, delivery of explicit teaching for PBE and allocation of time for parent / teacher / student contact	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implementation of a variety of cohort activities and celebrations (variety of lunch clubs, open afternoons, cohort activities, year level assemblies, cohort assemblies)	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Positive Behaviour Expectation PLCs developed to analyse data and review expectations and delivery of explicit teaching	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Development of expectations and processes to promote positive, ongoing parent contact and involvement. Create opportunities to	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$200,000.00

inform parents at each step of implementing the Positive Behaviour Matrix by sharing information and celebrating achievements.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Learning Walks focussed on student connectedness to learning	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional Learning to be investigated and undertaken around Pulse in Compass to best reflect the data that will reflect the success of the PBE and areas of development.	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,500.00 <input checked="" type="checkbox"/> Other funding will be used
Assistant Principal of Wellbeing and Inclusion across the College to oversee the DIPs process, Tier 2 and Wellbeing program implementation through use of Youth Worker and Wellbeing Team Leader etc	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$275,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$481,978.49	\$493,000.00	-\$11,021.51
Disability Inclusion Tier 2 Funding	\$227,661.47	\$227,000.00	\$661.47
Schools Mental Health Fund and Menu	\$63,246.57	\$70,000.00	-\$6,753.43
<b>Total</b>	<b>\$772,886.53</b>	<b>\$790,000.00</b>	<b>-\$17,113.47</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Investigate and plan for Numeracy Intervention in the Secondary space using staff to build capacity in students and other staff	\$145,000.00
Development of expectations and processes to promote positive, ongoing parent contact and involvement. Create opportunities to inform parents at each step of implementing the Positive Behaviour Matrix by sharing information and celebrating achievements.	\$200,000.00
Assistant Principal of Wellbeing and Inclusion across the College to oversee the DIPs process, Tier 2 and Wellbeing program implementation through use of Youth Worker and Wellbeing Team Leader etc	\$275,000.00
<b>Totals</b>	<b>\$620,000.00</b>

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Investigate and plan for Numeracy Intervention in the Secondary space using staff to build capacity in students and other staff	from: Term 1 to: Term 4	\$127,000.00	<input checked="" type="checkbox"/> School-based staffing
Development of expectations and processes to promote positive, ongoing parent contact and involvement. Create opportunities to inform parents at each step of implementing the Positive Behaviour Matrix by sharing information and celebrating achievements.	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Assistant Principal of Wellbeing and Inclusion across the College to oversee the DIPs process, Tier 2 and Wellbeing program implementation through use of Youth Worker and Wellbeing Team Leader etc	from: Term 1 to: Term 4	\$216,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$493,000.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Investigate and plan for Numeracy Intervention in the Secondary space using staff to build capacity in students and other staff	from: Term 1	\$30,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>



	to: Term 4		
Assistant Principal of Wellbeing and Inclusion across the College to oversee the DIPs process, Tier 2 and Wellbeing program implementation through use of Youth Worker and Wellbeing Team Leader etc	from: Term 1 to: Term 4	\$56,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Other AP</li> </ul>
<b>Totals</b>		\$86,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Assistant Principal of Wellbeing and Inclusion across the College to oversee the DIPs process, Tier 2 and Wellbeing program implementation through use of Youth Worker and Wellbeing Team Leader etc	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) <ul style="list-style-type: none"> <li><b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Employ Mental Health Staff in school (eduPay or non-teaching staff)</li> </ul> </li> </ul>
<b>Totals</b>		\$50,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Literacy Intervention	\$116,000.00

Wellbeing Leader	\$20,000.00
<b>Totals</b>	<b>\$136,000.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy Intervention	from: Term 1 to: Term 4		
Wellbeing Leader	from: Term 1 to: Term 4		
<b>Totals</b>		<b>\$0.00</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Literacy Intervention	from: Term 1 to: Term 4	\$141,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> <li>• Disability inclusion coordinator</li> </ul>
Wellbeing Leader	from: Term 1 to: Term 4		

<b>Totals</b>		\$141,000.00	
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Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Literacy Intervention	from: Term 1 to: Term 4		
Wellbeing Leader	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$20,000.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Planning for professional learning to support key staff to begin to develop a whole school Numeracy Plan (ie Programs from The Academy) using the Community of Practices to develop leadership capacity around developing this Numeracy priority plan across the school, building individual and collective capacity in staff and targetting intervention with students	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Knox Network - Wantirna Sth PS
Review and develop data platform with a view that data is regularly updated, accessed and actioned to ensure that we are fully understanding of the learning position of our students to enable responsive teacher and assessment	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Analytics for Schools	<input checked="" type="checkbox"/> On-site
Professional Learning to be investigated and undertaken around Pulse in Compass to best reflect the data that will reflect the success of the	<input checked="" type="checkbox"/> School improvement team	from: Term 2 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"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Compass	<input checked="" type="checkbox"/> On-site

PBE and areas of development.				<input checked="" type="checkbox"/> Regional leadership conferences		
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