

# 2023 Annual Implementation Plan

## for improving student outcomes

Hume Valley School (4950)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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>	The self-evaluation was a consultative, including discussions with staff, students, parents and discussions with school council. The School Improvement Team (SIT) analysed the data and collected evidence to evaluate the school's performance against the Framework for Improving Student Outcomes (FISO) 2 continua.
<b>Considerations for 2023</b>	Areas for improvement

	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>develop the capability of middle leaders to provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research</li> <li>continue to strategically recruit leaders who believe in a culture where community members, students and staff are valued and actively contribute</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>improvement of learning and wellbeing experiences for PreCAL and VCAL students by strengthening and expanding the role of the Structured Workplace Coordinator to increase support for students</li> <li>strengthen student voice by putting forward their views, concerns and ideas and contributions in the decision-making processes around Structured Workplace Learning offerings</li> <li>continue to strengthen the most successful elements of VCAL (VET, SWPBS, SBAT)</li> <li>adapt and enhance flexible applied learning approaches for the new Victorian Pathways Certificate (VPC)</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>consolidate the progress made in the assessment practices to ensure ongoing consistency across the school</li> <li>introduce a formalised process to support teachers to work together to moderate student work samples against the Victorian Curriculum and the ABLES assessments</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>AtoSS and students' attitude towards absenteeism</li> <li>the school continue to focus on identification of strategies to improve engagement outcomes, particularly stimulating learning, and teacher effectiveness</li> </ul> <p><b>Support and resources</b></p> <ul style="list-style-type: none"> <li>ensure that representative community partners are actively involved in school strategic planning to ensure learning and wellbeing is improved and supported in inclusive and culturally appropriate ways.</li> </ul>
<p><b>Documents that support this plan</b></p>	<p>FISO2.0_Continua_Self-assessment_tool CURRICULUM DAY 9.5.22.pdf (0.25 MB)  hume valley school_2022 review report_nwvr.docx (0.56 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise the learning growth of all students with a focus on literacy and numeracy
<b>Target 2.1</b>	By 2026, increase the percent of students in the VPC (who meet the attendance requirements) achieving the literacy and numeracy outcomes from 64% (2021) to 90%.
<b>Target 2.2</b>	<p>By 2026, increase the percentage of students who meet the following goals in their PLSP:</p> <ul style="list-style-type: none"> <li>• Semester 1 and 2 Reading goals to 80%</li> <li>• Semester 1 and 2 Number and Algebra goals to 80%</li> </ul> <p>(no baseline figure as this figure has not previously been measured by the school)</p>

<b>Target 2.3</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 90% in 2021 to 93%</li> <li>• Motivation and interest from 93% in 2021 to 95%</li> </ul>
<b>Target 2.4</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Teaching and learning - planning from 71% in 2021 to 80%</li> <li>• Guaranteed and viable curriculum from 62% in 2021 to 80%</li> <li>• Instructional leadership from 68% in 2021 to 80%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document, implement and evaluate whole school collaborative approaches to curriculum planning and instructional practice
<b>Key Improvement Strategy 2.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	Build the capabilities of middle leadership to effectively lead staff in the development and implementation of curriculum and pedagogy
<b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Develop and effectively use assessment strategies and measurement practices to inform and provide feedback on student learning, engagement and wellbeing.

growth, attainment and wellbeing capabilities	
<b>Goal 3</b>	Maximise the wellbeing outcomes of students
<b>Target 3.1</b>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Emotional awareness and regulation</i> from 85% in 2021 to 93%</li> <li>• <i>Sense of connectedness</i> from 72% in 2021 to 80%</li> <li>• <i>Sense of confidence</i> from 82% in 2021 to 85%</li> </ul>
<b>Target 3.2</b>	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>Collective responsibility</i> from 90% in 2021 to 93%</li> <li>• <i>Parent and community involvement</i> from 69% to 75%</li> <li>• <i>Staff think that most of the parents do a good job</i> from 42% in 2021 to 50%</li> </ul>
<b>Target 3.3</b>	By 2026, reduce the percentage of whole school SWPBS Tier 3 data (students with 6+ major behaviours) from 11.7% in 2021 to 10.5%.
<b>Key Improvement Strategy 3.a</b> Responsive, tiered and contextualised approaches and strong relationships to	Partner with families/carers and the community to implement targeted support and interventions using a tiered model of support to improve families' and students' positive perceptions of school and improved attendance.

support student learning, wellbeing and inclusion	
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Align the school SWPBS and wellbeing practices using whole school multi-tiered systems of support and interventions that enhance student learning, wellbeing, and engagement.
<b>Goal 4</b>	Improve student engagement, transitions into and through the school and post-school pathways
<b>Target 4.1</b>	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> from 82% in 2021 to 87%</li> <li>• <i>Sense of connectedness</i> from 75% in 2021 to 82%</li> <li>• <i>Stimulated learning</i> from 83% in 2021 to 88%</li> <li>• <i>School-based transitions</i> (Year 7 and new students) from 77% in 2021 to 85%</li> </ul>
<b>Target 4.2</b>	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> <li>• <i>Parent and community involvement</i> from 69% in 2021 to 75%</li> <li>• <i>Collective responsibility</i> from 90% 2021 to be at 93%</li> </ul>
<b>Target 4.3</b>	By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> <li>• <i>Positive transitions</i> from 68% in 2021 to 75%</li> <li>• <i>Stimulated learning</i> from 68% in 2021 to 75%</li> </ul>



	<ul style="list-style-type: none"> <li>• <i>Support services</i> from 60% in 2021 to 70%</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Further develop and embed a tailored approach that enables positive transition outcomes for each student.
<p><b>Key Improvement Strategy 4.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Review and implement appropriate pathways programs that support students in identifying and achieving viable post-school destinations
<p><b>Key Improvement Strategy 4.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Activate student voice, agency and leadership to strengthen student participation and engagement in learning.

## 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>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>TARGET 1: LEARNING. By 2023, increase the percentage of students who meet their number goals in their IEP from 80% (2022) to 90%. TARGET 2: WELLBEING. By 2023, decrease the number of students with 30+ days unexplained absences from 45 % (2022) to 40%.</p>
<p>Maximise the learning growth of all students with a focus on literacy and numeracy</p>	No	<p>By 2026, increase the percent of students in the VPC (who meet the attendance requirements) achieving the literacy and numeracy outcomes from 64% (2021) to 90%.</p>	
		<p>By 2026, increase the percentage of students who meet the following goals in their PLSP:</p> <ul style="list-style-type: none"> <li>• Semester 1 and 2 Reading goals to 80%</li> <li>• Semester 1 and 2 Number and Algebra goals to 80%</li> </ul> <p>(no baseline figure as this figure has not previously been measured by the school)</p>	
		<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 90% in 2021 to 93%</li> <li>• Motivation and interest from 93% in 2021 to 95%</li> </ul>	

		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• Teaching and learning - planning from 71% in 2021 to 80%</li> <li>• Guaranteed and viable curriculum from 62% in 2021 to 80%</li> <li>• Instructional leadership from 68% in 2021 to 80%</li> </ul>	
Maximise the wellbeing outcomes of students	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Emotional awareness and regulation</i> from 85% in 2021 to 93%</li> <li>• <i>Sense of connectedness</i> from 72% in 2021 to 80%</li> <li>• <i>Sense of confidence</i> from 82% in 2021 to 85%</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>Collective responsibility</i> from 90% in 2021 to 93%</li> <li>• <i>Parent and community involvement</i> from 69% to 75%</li> <li>• <i>Staff think that most of the parents do a good job</i> from 42% in 2021 to 50%</li> </ul>	
		<p>By 2026, reduce the percentage of whole school SWPBS Tier 3 data (students with 6+ major behaviours) from 11.7% in 2021 to 10.5%.</p>	
Improve student engagement, transitions into and through the school and post-school pathways	No	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> from 82% in 2021 to 87%</li> <li>• <i>Sense of connectedness</i> from 75% in 2021 to 82%</li> <li>• <i>Stimulated learning</i> from 83% in 2021 to 88%</li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>School-based transitions</i> (Year 7 and new students) from 77% in 2021 to 85%</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>Parent and community involvement</i> from 69% in 2021 to 75%</li> <li>• <i>Collective responsibility</i> from 90% 2021 to be at 93%</li> </ul>	
		<p>By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> <li>• <i>Positive transitions</i> from 68% in 2021 to 75%</li> <li>• <i>Stimulated learning</i> from 68% in 2021 to 75%</li> <li>• <i>Support services</i> from 60% in 2021 to 70%</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	<p>TARGET 1: LEARNING. By 2023, increase the percentage of students who meet their number goals in their IEP from 80% (2022) to 90%.</p> <p>TARGET 2: WELLBEING. By 2023, decrease the number of students with 30+ days unexplained absences from 45 % (2022) to 40%.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<p><b>KIS 1.b</b> Priority 2023 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>	<p>Yes</p>
<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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	TARGET 1: LEARNING. By 2023, increase the percentage of students who meet their number goals in their IEP from 80% (2022) to 90%.  TARGET 2: WELLBEING. By 2023, decrease the number of students with 30+ days unexplained absences from 45 % (2022) to 40%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capabilities in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs, with a focus on supporting students who did not achieve their IEP goals in 2022.
<b>Outcomes</b>	Students in need of targeted Numeracy support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will provide targeted academic support to students through Numeracy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning Leaders will support teaching staff to develop Number Units
<b>Success Indicators</b>	Early indicators: Curriculum documentation will show plans for differentiation in Numeracy Formative and summative Numeracy assessment rubrics will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.  Late indicators:

	Victorian Curriculum teacher judgements will show increased learning growth in Number SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and implement a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <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
Build a system to support teachers to review and strengthen current Number units	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <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
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle with a focus on Number and Algebra pre and post unit assessment tasks	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Year Level 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
Refresh peer observations with a focus on differentiation in Numeracy lessons	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 4	<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
Organise Learning Walks to observe staff practice and collect data on student experiences of Numeracy assessment and differentiation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen the whole school approach towards student absences.			
<b>Outcomes</b>	<p>Students will report improved resilience</p> <p>Student leaders will be able to recognise and identify reasons for student disengagement or absence</p> <p>Teachers will plan for and implement engagement within their curriculum units</p> <p>Teachers will be able to recognise, respond to and address student wellbeing needs</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p>			
<b>Success Indicators</b>	<p>Early indicators:</p> <p>Curriculum documentation will show plans for engagement</p> <p>Notes from learning walks and peer observation will show how staff are embedding differentiation and engagement ?</p> <p>Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators:</p> <p>Victorian Curriculum: Personal and Social Capability ?</p> <p>SSS factors: instructional leadership, collective efficacy, trust in colleagues ?</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Recruit additional wellbeing and mental health staff to support at-risk Primary aged students (Targeted funding - Mental Health and	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$95,643.77

Wellbeing Leader)			to: Term 4	<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
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <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
Develop and document policies and processes that show how regular student wellbeing data will be collected and managed	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Develop and document a scope and sequence for the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Year Level Co-ordinator(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
Schedule regular learning walks and peer observation that focus on the social emotional elements of the Personal and Social General Capability	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Define roles and update processes for collaboration between student leaders and the wellbeing team, to ensure all concerns about student mental health are recorded and addressed	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<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
Support student leaders to run student focus groups to seek feedback on the schools' approach to supporting student mental health.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Recruit additional wellbeing and mental health staff to support at-risk Secondary aged students (Targeted funding - Mental Health Practitioners in Specialist Schools)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$68,418.44

			to: Term 1	<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
Monitor, support and promote attendance of ATSI students as a cohort.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <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
Update MARRUNG (ABORIGINAL EDUCATION PLAN 2016 - 2026) action plan for 2023.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <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
Complete Strengthening Professional Capability of Principals in Koorie Education (SPPIKE) training.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <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	\$513,250.64	\$356,062.21	\$157,188.43
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$513,250.64</b>	<b>\$356,062.21</b>	<b>\$157,188.43</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop and implement a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	\$50,000.00
Build a system to support teachers to review and strengthen current Number units	\$20,000.00
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	\$2,000.00
Recruit additional wellbeing and mental health staff to support at-risk Primary aged students (Targeted funding - Mental Health and Wellbeing Leader)	\$95,643.77



Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	\$50,000.00
Recruit additional wellbeing and mental health staff to support at-risk Secondary aged students (Targeted funding - Mental Health Practitioners in Specialist Schools)	\$68,418.44
Monitor, support and promote attendance of ATSI students as a cohort.	\$50,000.00
Update MARRUNG (ABORIGINAL EDUCATION PLAN 2016 - 2026) action plan for 2023.	\$20,000.00
<b>Totals</b>	<b>\$356,062.21</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and implement a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Build a system to support teachers to review and strengthen current Number units	from: Term 1 to: Term 2	\$20,000.00	<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)
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

Recruit additional wellbeing and mental health staff to support at-risk Primary aged students (Targeted funding - Mental Health and Wellbeing Leader)	from: Term 1 to: Term 4	\$95,643.77	<input checked="" type="checkbox"/> School-based staffing
Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Recruit additional wellbeing and mental health staff to support at-risk Secondary aged students (Targeted funding - Mental Health Practitioners in Specialist Schools)	from: Term 1 to: Term 1	\$68,418.44	<input checked="" type="checkbox"/> School-based staffing
Monitor, support and promote attendance of ATSI students as a cohort.	from: Term 1 to: Term 4	\$50,000.00	<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)
Update MARRUNG (ABORIGINAL EDUCATION PLAN 2016 - 2026) action plan for 2023.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
<b>Totals</b>		\$356,062.21	

## Activities and Milestones - Disability Inclusion Funding

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

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

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

### 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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and implement a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Assistant Principal	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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Build a system to support teachers to review and strengthen current Number units	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle with a focus on Number and Algebra pre and post unit assessment tasks	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site