

# 2024 Annual Implementation Plan

## for improving student outcomes

Altona College (8857)



Submitted for review by Julie Krause (School Principal) on 21 December, 2023 at 01:20 PM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 09 January, 2024 at 01:48 PM  
Endorsed by Sarah Brooker (School Council President) on 06 February, 2024 at 09:01 PM

## Self-evaluation summary - 2024

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

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve learning outcomes for all students from Foundation to Year 12.	Yes	<p><b>NAPLAN:</b> Increase percentage of students in the NAPLAN top two bands:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 67% (2019) to 70% (2024)</li> <li>• Year 5 Reading from 37% (2019) to 40% (2024)</li> <li>• Year 7 Reading from 10% (2019) to 35% (2024)</li> <li>• Year 9 Reading from 18% (2019) to 35% (2024)</li> </ul> <p>Increase percentage of students in the NAPLAN top two bands:</p> <ul style="list-style-type: none"> <li>• Year 3 Numeracy from 29% (2019) to 40% (2024)</li> <li>• Year 5 Numeracy from 33% (2019) to 40% (2024)</li> <li>• Year 7 Numeracy from 15% (2019) to 25% (2024)</li> <li>• Year 9 Numeracy from 16% (2019) to 25% (2024)</li> </ul> <p>Decrease the percentage of students in the NAPLAN below benchmark growth:</p> <ul style="list-style-type: none"> <li>• Year 3 – 5 Writing from 27% (2019) to 15% (2024)</li> <li>• Year 5 – 7 Writing from 26% (2019) to 15% (2024)</li> <li>• Year 7 – 9 Writing from 38% (2019) to 25% (2024)</li> </ul>	<p>1a. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Reading: Year 3: 67% - 73% Year 5: 74% - 83% Year 9: 68% - 70%</p> <p>1b. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Numeracy: Year 3: 71% - 73% Year 5: 58% - 68% Year 9: 62% - 65%</p> <p>1c. (Secondary English) To reduce the percentage of students below benchmark growth in NAPLAN Writing: Year 9: 50% - 35%</p>

		<p>Teacher Judgements: Increase the percentage of students achieving at or above the age expected level in: PREP to YEAR 6</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 77% (2020) to 90% (2024)</li> <li>• Writing from 77% (2020) to 90% (2024)</li> <li>• Number from 85% (2020) to 90% (2024)</li> </ul> <p>YEAR 7 – 10</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 64% (2020) to 76% (2024)</li> <li>• Writing from 57% (2020) to 76% (2024)</li> <li>• Number from 67% (2020) to 75% (2024)</li> </ul>	<p>Teacher Judgements: Last year of the Strategic Plan 2019 - 2024 Increase the percentage of students achieving at or above the age expected level in: PREP to YEAR 6 Reading and Viewing from 79% (2023) to 90% (2024) Writing from 79% (2023) to 90% (2024) Number from 85% (2023) to 90% (2024) YEAR 7 – 10 Reading and Viewing from 73% (2023) to 76% (2024) Writing from 67% (2023) to 76% (2024) Number from 67% (2023) to 75% (2024)</p>
		<p><b>VCE:</b> To achieve a median all study score of 28 by 2024.</p>	<p>VCE: To achieve a median all study score of 28.</p>
		<p><b>VCAL:</b></p> <ul style="list-style-type: none"> <li>• Year 11/12 VCAL/VET Unit completion rate to be at or above 90 per cent.</li> <li>• To achieve the percentage of exit students, exiting to employment or training, to be at or above 96 per cent.</li> </ul>	<p>Vocational Major (note change of name) Year 11/12 VM certificate completion rate to be at or above 90 per cent in 2024. (Rate % 2023) To achieve the percentage of exit students, exiting to employment or training, to be at or above 96 per cent. (Rate % 2023)</p>
<p>To improve student engagement and motivation in learning.</p>	<p>Yes</p>	<p><b>Attendance Data:</b> Decrease the percentage of 20 or more days of absence for student attendance data from 31% (P–6) and 43% (7–12) in 2019 to 28% (P–6) and 35% (7–12) by 2024.</p>	<p>Attendance Data: Decrease the percentage of 20 or more days of absence for student attendance data from 24% (P–6 2023) and 41% (7–12 2023 ) to 22% (P–6) and 35% (7–12) by 2024</p>
		<p><b>Student Attitude to School Survey:</b> Improve the percentage of positive endorsement for the following factors -</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 70% (2019) to 85% (2024)</li> <li>• Motivation and interest from 61% (2019) to 80% (2024)</li> </ul>	<p>Student Attitudes to School Survey: Improve the percentage of positive endorsement for the following factors - Differentiated learning challenge from 71% (2023) to 85%</p>

		<ul style="list-style-type: none"> <li>• Stimulated learning from 58% (2019) to 78% (2024)</li> <li>• Student voice and agency from 42% (2019) to 62% (2024)</li> </ul>	<p>(2024)Motivation and interest from 63% (2023) to 80% (2024)Stimulated learning from 63% (2023) to 78% (2024)Student voice and agency from 51% (2023) to 62% (2024)</p>
		<p><b>School Staff Survey:</b> Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Use student feedback to improve practice from 52% (2020) to 65% (2024)</li> <li>• Teachers in this school need to promote ownership of student learning goals learning progress from 48% (2020) to 65% (2024)</li> </ul>	<p>School Staff Survey:Improve the percentage of positive endorsement for the following factors:Use student feedback to improve practice from 75% (2023) to 76% (2024)Teachers in this school need to promote ownership of student learning goals learning progress from 85% (2020) to 86% (2024)</p>
		<p><b>Parent Opinion Survey:</b> Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Stimulated learning environment from 76% (2020) to 82% (2020)</li> <li>• Student agency and voice from 63% (2020) to 82% (2024)</li> </ul>	<p>Parent Opinion Survey:Improve the percentage of positive endorsement for the following factors:Stimulated learning environment from 70% (2023) to 82% (2024)Student agency and voice from 68% (2023) to 82% (2024)</p>
To improve the health and wellbeing of all students	No	<p><b>Student Attitude to School Survey:</b> Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Respect for diversity from 46% (2019) to 60% (2024)</li> <li>• Managing bullying from 61% Years 4–6 (2019) to 80% (2024)</li> <li>• Managing bullying from 39% Years 7–9 (2019) to 60% (2024)</li> <li>• Managing bullying from 30% Years 10–12 (2019) to 60% (2024)</li> </ul>	
		<p><b>Parent Opinion Survey:</b> Improve the percentage of positive endorsement for the following factors –</p> <ul style="list-style-type: none"> <li>• Managing bullying from 72% (2020) to 80% (2024)</li> <li>• My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviours from 54% (2020) to 75% (2024)</li> </ul>	

		<p><b>School Staff Survey:</b>          Improve the percentage of positive endorsement for the following factor –</p> <ul style="list-style-type: none"> <li>• Support, growth and learning of the whole student from 64% (2020) to 75% (2024).</li> </ul>	
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<b>Goal 2</b>	<b>To improve learning outcomes for all students from Foundation to Year 12.</b>
<b>12-month target 2.1-month target</b>	<p>1a. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Reading:          Year 3: 67% - 73%          Year 5: 74% - 83%          Year 9: 68% - 70%</p> <p>1b. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Numeracy:          Year 3: 71% - 73%          Year 5: 58% - 68%          Year 9: 62% - 65%</p> <p>1c. (Secondary English) To reduce the percentage of students below benchmark growth in NAPLAN Writing:          Year 9: 50% - 35%</p>
<b>12-month target 2.2-month target</b>	<p>Teacher Judgements:          Last year of the Strategic Plan 2019 - 2024          Increase the percentage of students achieving at or above the age expected level in:</p> <p>PREP to YEAR 6          Reading and Viewing from 79% (2023) to 90% (2024)          Writing from 79% (2023) to 90% (2024)          Number from 85% (2023) to 90% (2024)</p> <p>YEAR 7 – 10          Reading and Viewing from 73% (2023) to 76% (2024)          Writing from 67% (2023) to 76% (2024)          Number from 67% (2023) to 75% (2024)</p>



<b>12-month target 2.3-month target</b>	VCE: To achieve a median all study score of 28.	
<b>12-month target 2.4-month target</b>	Vocational Major (note change of name) Year 11/12 VM certificate completion rate to be at or above 90 per cent in 2024. (Rate % 2023) To achieve the percentage of exit students, exiting to employment or training, to be at or above 96 per cent. (Rate % 2023)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Consolidate the Instructional Framework, ensuring that consistency and more effective pedagogical practices occur.	No
<b>KIS 2.b</b> Excellence in teaching and learning	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.	Yes
<b>KIS 2.c</b> Professional leadership	Embed an improvement culture within the professional learning community focusing on instructional and shared leadership.	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.	<p>We are unable to measure growth against the NAPLAN targets set in the strategic plan in 2019. Our 2023 NAPLAN reading data indicates a priority focus on those students requiring extension and those developing in reading. Whilst our results in reading are similar to schools based on socio-economic factors they are below network and slightly below state in Years 3, 5 and 7. Year 7 students need to be extended from strong into the exceeding range by Year 9.</p> <p>NAPLAN Numeracy data in Years 3, 5, 7 and 9 sits above state with the exception of Year 5 however the % of students in "exceeding" indicates our students are not being extended at the point of need.</p> <p>We will continue to build the capacity of the School Improvement Team and their ability to drive data driven improvement in student learning outcomes. This will require, deep analysis of data, use of developmental rubrics to enable effective planning at the point of need through differentiation, IEPs, ILPs, with a focus on priority groups. The use of developmental rubrics should in turn support our school goal related to improving teacher judgments with staff being able to effectively determine the next point of need in learning for individuals.</p> <p>Our ongoing focus on improvement in Reading and Numeracy will include:</p> <ul style="list-style-type: none"> <li>* Completion of developmental rubrics in Reading, Number and Algebra P - 10.</li> <li>* Upskilling of staff to use Naplan samples and exemplars to improve the quality of explicit teaching of reading and comprehension.</li> <li>* The effective use of the Literacy Toolkit Map Foundation to Year 6 and the Literacy Toolkit Map 7 - 10 to ensure staff are using a range of research based strategies and approaches to the teaching of Reading and Literacy across Key KLA from 7 -</li> </ul>	

	<p>10.  * Leader engagement in numeracy professional learning and communities of practice to enhance teacher practice in numeracy  * Unpack Numeracy 2.0 to create a scope and sequence, unit plans and lessons plans for a guaranteed and viable curriculum.  2024 sees the completion of our current 2019 - 2023 strategic plan with the Pre-review Self-Evaluation. We will have two NAPLAN data sets to enable us to measure impact at that time. The goals have been adjusted for the 2024 AIP based on recent data.</p>
<b>Goal 3</b>	<b>To improve student engagement and motivation in learning.</b>
<b>12-month target 3.1-month target</b>	Attendance Data: Decrease the percentage of 20 or more days of absence for student attendance data from 24% (P-6 2023) and 41% (7-12 2023 ) to 22% (P-6) and 35% (7-12) by 2024
<b>12-month target 3.2-month target</b>	Student Attitudes to School Survey: Improve the percentage of positive endorsement for the following factors - Differentiated learning challenge from 71% (2023) to 85% (2024) Motivation and interest from 63% (2023) to 80% (2024) Stimulated learning from 63% (2023) to 78% (2024) Student voice and agency from 51% (2023) to 62% (2024)
<b>12-month target 3.3-month target</b>	School Staff Survey: Improve the percentage of positive endorsement for the following factors: Use student feedback to improve practice from 75% (2023) to 76% (2024) Teachers in this school need to promote ownership of student learning goals learning progress from 85% (2020) to 86% (2024)
<b>12-month target 3.4-month target</b>	Parent Opinion Survey: Improve the percentage of positive endorsement for the following factors: Stimulated learning environment from 70% (2023) to 82% (2024) Student agency and voice from 68% (2023) to 82% (2024)
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 3.a</b>	Build teacher capacity to activate student voice and agency within the classroom. No

Excellence in teaching and learning		
<b>KIS 3.b</b> Positive climate for learning	Instil high expectations in order to maximise student success.	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.	<p>Attendance data Year to Date in Prep to Year 6 indicates a significant improvement in the past three years. The absence rate P - 6 is 24% YTD which is significantly below the state and network at 43% and 44%. In the secondary years absences YTD is 42% which is below the state and network but does not currently meet our 2024 strategic plan goal.</p> <p>Whilst absence data remains an ongoing concern, there is improvement in the indicators from the Student Attitudes to School Survey with positive increases in the endorsement for 'Differentiated Learning Challenge, Motivation and Interest, Stimulated Learning and Student Voice &amp; Agency' which all sit above the state and two of the four indicators are above the network.</p> <p>There have been significant increases in positive endorsement in the Staff Opinion Survey with: 'Use Student feedback to improve practice' and 'Promote ownership of student learning goals' significantly above the target in the strategic plan, the network and the state.</p> <p>Parent endorsement for the indicators 'Stimulated learning' and 'Student Voice and Agency' sits above the network but below state percentages, indicating there is still work to be undertaken in the final year of the strategic plan.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To improve learning outcomes for all students from Foundation to Year 12.
<b>12-month target 2.1 target</b>	<p>1a. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Reading:  Year 3: 67% - 73%  Year 5: 74% - 83%  Year 9: 68% - 70%</p> <p>1b. To increase the percentage of students in the “exceeding or strong” proficiency levels of NAPLAN Numeracy:  Year 3: 71% - 73%  Year 5: 58% - 68%  Year 9: 62% - 65%</p> <p>1c. (Secondary English) To reduce the percentage of students below benchmark growth in NAPLAN Writing:  Year 9: 50% - 35%</p>
<b>12-month target 2.2 target</b>	<p>Teacher Judgements:  Last year of the Strategic Plan 2019 - 2024  Increase the percentage of students achieving at or above the age expected level in:</p> <p>PREP to YEAR 6  Reading and Viewing from 79% (2023) to 90% (2024)  Writing from 79% (2023) to 90% (2024)  Number from 85% (2023) to 90% (2024)</p> <p>YEAR 7 – 10  Reading and Viewing from 73% (2023) to 76% (2024)  Writing from 67% (2023) to 76% (2024)  Number from 67% (2023) to 75% (2024)</p>
<b>12-month target 2.3 target</b>	<p>VCE:  To achieve a median all study score of 28.</p>

<b>12-month target 2.4 target</b>	Vocational Major (note change of name) Year 11/12 VM certificate completion rate to be at or above 90 per cent in 2024. (Rate % 2023) To achieve the percentage of exit students, exiting to employment or training, to be at or above 96 per cent. (Rate % 2023)
<b>KIS 2.b</b> Evaluating impact on learning	Build teacher capacity to use data and a range of assessment strategies to differentiate the curriculum.
<b>Actions</b>	Build staff capacity to analyse, interpret and act upon NAPLAN and PAT Reading Data Build staff capacity to accurately assess and respond to student Reading Capabilities Build staff capacity to provide inclusive scaffolded opportunities for all learners to experience consistent and explicit reading and comprehension strategies across all subjects
<b>Outcomes</b>	<p>Leaders will</p> <ul style="list-style-type: none"> <li>- Establish sustainable routines for collaboration and professional development, ensuring classroom observation, interna/external programs, PDPs and the modelling of effective practice and feedback are effectively embedded in the school</li> <li>- Have effective systems in place to support ongoing data analysis, which is understood and used by all staff to access and use data at multiple levels of the school effectively and readily</li> <li>- Ensure the school improvement team monitors and implements evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Investigate and understand the learning and wellbeing needs of students by analysing student data to design stimulating teaching and learning programs to improve outcomes</li> <li>- Effectively design and implement high quality assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards</li> <li>- Work together to moderate student assessment, developing a shared understanding of what learning looks like by examining different types and quality of students' work and comparing these with the achievement standards.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Learn to assess their work and solve problems effectively, receiving scaffolding and feedback from teachers to build their skills in monitoring and evaluating their progress</li> <li>- Engage with their parents/carers and teachers through use of a range of feedback tools to regularly receive detailed and targeted guidance on their progress against the achievement standards</li> </ul>

<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- All teachers to engage in at least one Learning Walk by end of Term 1.</li> <li>- All teachers to complete Student Shadowing by end of Term1.</li> <li>- All teachers to participate in Peer Observation by end of Semester 1.</li> <li>- Learning Specialists model inclusive practice</li> <li>-All staff engage in a PLC cycle</li> <li>-Data tracking in place</li> <li>- Parent teacher interviews held semester 1</li> <li>- Publish semester timelines (secondary)</li> </ul> <p>Late indicators</p> <ul style="list-style-type: none"> <li>- All teachers have completed 4 learning walks by the end of term 4.</li> <li>- All teachers are part of a triad and have completed a cycle of peer observation.</li> <li>- Staff Opinion result for Teacher - Practice - Indicator for "Professional learning through peer observation" increases</li> <li>- All staff engage in 3 PLC cycles</li> <li>- Data analysis system in place and being used by staff</li> <li>- Parent teacher interviews held semester 2</li> <li>- GPA in place each term and conferences each semester</li> </ul>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>High Quality Teaching and Learning Develop a diverse leadership structure to build capacity across all career stages. Employ Learning Specialists to capacity build, mentor and coach in highly effective teaching practices and inclusion</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$237,479.47</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> </ul>
<p>High Quality Teaching and Learning GVC: Conduct and respond to twice annual curriculum audits</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> Assistant principal</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p>

Rigorous Assessment Practices and Feedback Ensure all learning area teams dedicate time to the development of effective assessment Ensure all learning area teams engage in consistent moderation of student work	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
P-12 Literacy Review and revise P-12 reading program	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
P-12 Literacy Deliver a structure professional learning program for staff focused on reading utilizing the Literacy toolkits across KLAs. - Phonemic awareness P-2 - Comprehension. Year 3 - 10 - Close Reading Year P - 10	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
P-12 Literacy Complete an Inquiry Cycle focused on reading	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
P - 12 Literacy Undertake classroom observations (Learning Walks, Shadowing & Peer Observation) focused on reading	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
P - 12 Literacy Provide targeted coaching and mentoring for staff who require additional supports to elevate practice	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
P - 12 Numeracy Provide targeted coaching and mentoring for staff who require additional supports to elevate practice	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
P - 12 Numeracy Deliver a structured professional learning program focused on numeracy.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
P - 12 Numeracy Complete an Inquiry Cycle focused on numeracy	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
P - 12 Numeracy Undertake classroom observations (Learning Walks, Shadowing & Peer Observation) focused on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
P - 12 Numeracy Provide targeted coaching and mentoring for staff who require additional supports to elevate practice Secondary Mathematics and Science Initiative	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Numeracy 2.0 Allocate resources for the design and implementation of Numeracy 2.0 Release for KLA leaders - CRT coverage	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,960.00 <input checked="" type="checkbox"/> Equity funding will be used



Numeracy 2.0 Engage with at least one inter-campus Numeracy CoP CRT coverage	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Numeracy improvement teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00
Numeracy 2.0 Continue staff development in "Big Ideas in Numeracy" (Margarita Breed PL) \$900 1 x primary staff 2 x secondary staff - CRT x 12 days - \$ TERM 2 Day 1: Week 4 Friday 10th May Day 2: Week Friday 14th June TERM 3 Day 3: Week 4 Friday 9th August TERM 4 Day 4: Friday 18th October (to be run remotely)	<input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy network teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$6,780.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2.c</b> Building leadership teams	Embed an improvement culture within the professional learning community focusing on instructional and shared leadership.			
<b>Actions</b>	Build a framework for Whole School Improvement - Whole School and External Professional Learning - Professional Learning Communities - Observation and feedback - Targeted Coaching and Mentoring - Evaluation and Future Planning			
<b>Outcomes</b>	Leaders will - Establish sustainable routines for collaboration and professional development, ensuring classroom observation, interna/external programs, PDPs and the modelling of effective practice and feedback are effectively embedded in the school - Have effective systems in place to support ongoing data analysis, which is understood and used by all staff to access and use data at multiple levels of the school effectively and readily - Ensure the school improvement team monitors and implements evidence-based strategies and actions to improve student learning			

	<p>and wellbeing in response to needs identified through the improvement cycle</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Investigate and understand the learning and wellbeing needs of students by analysing student data to design stimulating teaching and learning programs to improve outcomes</li> <li>- Effectively design and implement high quality formative and summative assessment techniques to assess students' knowledge of the curriculum and progress against the achievement standards</li> <li>- Work together to moderate student assessment, developing a shared understanding of what learning looks like by examining different types and quality of students' work and comparing these with the achievement standards.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Begin to assess their work, receiving scaffolding and feedback from teachers to build their skills in monitoring and evaluating their progress</li> </ul>			
<b>Success Indicators</b>	<p>Early Indicators</p> <ul style="list-style-type: none"> <li>- Framework developed for whole school improvement</li> <li>- Schedule of professional learning aligned to the AIP and PLC cycles</li> <li>- School developed feedback tool on the HITS and HIWS trialled</li> </ul> <p>Late Indicators</p> <ul style="list-style-type: none"> <li>- Framework implemented across the P - 12 community</li> <li>- 3 PLC cycles completed</li> <li>- Support for middle leaders to cultivate the conditions for PLCs in their teams to enable teaching to be impactful</li> <li>- A coaching model in place</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>
<p>Leadership Capacity Building</p> <p>Expand Leadership Team to include two dedicated AP 1 positions 1 x primary and 1 x secondary (teaching and learning) to drive the improvement agenda: Expand the LS roles to 2 x secondary and a dedicated achievement role in primary. Develop a theory of action for middle leadership development</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>

Develop a consistent coaching model for schoolwide practice improvement.				
<p>Leadership Capacity Building Build the capacity of middle leaders through professional development opportunities.</p> <ul style="list-style-type: none"> <li>- Mentoring and coaching by Assistant Principal team and leading teachers</li> <li>- BASTOW programs eg: Create - Coaching with confidence</li> </ul> <p>CRT x 9 days (PL budget)</p>	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,410.00  <input checked="" type="checkbox"/> Other funding will be used
<p>Leadership Capacity building Middle Leaders Develop middle leadership capacity to coach and mentor for improved instructional practice Focus on coaching, networking and communities of practice and development through the school improvement team (SIT) Focus on professional reading - Clarity (Dr Lyn Sharratt) - Learning Specialists and Learning Area Coordinators - Learning Specialists to undertake Clarity Professional Learning Program</p> <p>Principal class Team / Leading Teacher Focus on professional reading eg Vivienne Robertson - Virtuous Educational Leadership (Assistant Principals / Leading Teachers)</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Tier 2 - 3 intervention Deliver and report on targeted tutoring programs based on student assessment and teacher judgement.</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Tier 2-3 Intervention Underload current staff to ensure students have access to tutors who are familiar with student needs, curriculum, policies and instructional model.</p>	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$127,183.35

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Tier 2 - 3 intervention Deliver and report on delivery of the MYLNS program based on student assessment and teacher judgement	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,282.80  <input checked="" type="checkbox"/> Other funding will be used
Tier 2 - 3 intervention Ensure all Individual Education Plans are delivered consistently and in accordance with DET policy across P-12	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Tier 2 - 3 intervention Ensure all adjustments are documented across P-12	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Tier 2 - 3 Intervention Source Agency for Speech Pathology intervention programs / assessments	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,900.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student engagement and motivation in learning.			
<b>12-month target 3.1 target</b>	Attendance Data: Decrease the percentage of 20 or more days of absence for student attendance data from 24% (P-6 2023) and 41% (7-12 2023 ) to 22% (P-6) and 35% (7-12) by 2024			
<b>12-month target 3.2 target</b>	Student Attitudes to School Survey: Improve the percentage of positive endorsement for the following factors - Differentiated learning challenge from 71% (2023) to 85% (2024)			

	<p>Motivation and interest from 63% (2023) to 80% (2024)</p> <p>Stimulated learning from 63% (2023) to 78% (2024)</p> <p>Student voice and agency from 51% (2023) to 62% (2024)</p>
<b>12-month target 3.3 target</b>	<p>School Staff Survey:</p> <p>Improve the percentage of positive endorsement for the following factors:</p> <p>Use student feedback to improve practice from 75% (2023) to 76% (2024)</p> <p>Teachers in this school need to promote ownership of student learning goals learning progress from 85% (2020) to 86% (2024)</p>
<b>12-month target 3.4 target</b>	<p>Parent Opinion Survey:</p> <p>Improve the percentage of positive endorsement for the following factors:</p> <p>Stimulated learning environment from 70% (2023) to 82% (2024)</p> <p>Student agency and voice from 68% (2023) to 82% (2024)</p>
<b>KIS 3.b</b> Setting expectations and promoting inclusion	Instil high expectations in order to maximise student success.
<b>Actions</b>	<p>Build staff capacity to analyse, interpret and act upon Student Survey Data</p> <p>Build staff capacity to accurately assess and respond to student Personal and Social Capabilities</p> <p>Build staff capacity to provide inclusive scaffolded opportunities for all learners to experience safety, stimulation and success in all classrooms</p>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Integrate evidence-based academic, wellbeing, and behaviour supports within a tiered system of support aligned to the school's strategic plan, vision and values in partnership with the school community</li> <li>- Provide accessible guidance and resources on how families/carers collaborate with teachers, set high expectations, actively engage in their child's development and support learning and wellbeing</li> <li>- Regularly measure and moderate student learning and wellbeing data and identify risks to inform tiered and responsive supports</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Critically reflect individually and collaboratively to enhance their impact on student wellbeing and learning, using the improvement cycle to ensure their practice is informed by contemporary research and evidence</li> <li>- Investigate and understand the learning and wellbeing needs of students by analysing student data to design stimulating teaching and learning programs</li> </ul>

	<p>- Involve students and their families/carers to develop a shared understanding of the expected outcomes for learning growth, attainment and wellbeing capabilities</p> <p>Students will</p> <ul style="list-style-type: none"> <li>- be supported in a timely, proactive and strategic manner, in collaboration with their families/carers, to ensure the application of tiered supports that respond to the learning and wellbeing needs of every student</li> <li>- participate in a range of structured leadership roles that represent the diversity of the school community, which provide them with opportunities to develop a range of skills including communication and decision-making</li> <li>--have at least one ongoing relationship with a teacher, or other school staff member, who provides targeted guidance and support to help them achieve their potential (a 'significant adult' for every student)</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Early Indicators</p> <p>Use the DET attendance rubric to establish current reality and devise and action plan</p> <p>Induction into the tiered systems of supports at the college</p> <p>Professional learning on MTSS</p> <p>Mental Health in Primary Schools program training completed</p> <p>Professional learning on the Respectful Relationships Curriculum in term 1.</p> <p>Late Indicators</p> <p>Reduction in absence 20+ days and average number of days.</p> <p>Implementation of the Altona College tiers of support</p> <p>Mental Health in Primary Schools program in place</p> <p>Respectful Relationships curriculum documented and delivered across P - 12</p>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Supportive and Productive Learning Environments</p> <p>Implementation of SWPBS strategies and matrix in all classrooms</p> <p>Rewards and events for students</p> <p>Sensory de-escalation resources</p>	<p><input checked="" type="checkbox"/> Wellbeing team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$23,845.25</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Supportive and Productive Learning Environments Deliver a structured professional learning program focused on differentiation for engagement inclusive of the following: - Berry Street Education Model strategies (whole school Professional Learning) - in house staff - Berry Street Education Model program - Train 4 staff (\$4800 PL program) (16 days CRT @ \$490 = \$7840 ) - SWPBS - RRRR - Safe Schools	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,600.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Supportive and Productive Learning Environments - Teachers will maintain tracking sheets inclusive of all relevant data (wellbeing, personal and social)	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Supportive and Productive Learning Environments - Complete an Inquiry Cycle focused on student engagement data	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Supportive and Productive Learning Environments - Undertake classroom observations (Learning Walks, Shadowing & Peer Observation) focused on student engagement	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Supportive and Productive Learning Environments - Provide targeted coaching and mentoring for staff who require additional supports to elevate practice	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Tiered supports for all students Refinement and consolidation of the Altona College Wellbeing Referral Process with whole staff. Allocate EFT 0.4 ES 1.2 for additional wellbeing support Chaplain - Wellbeing Support funds - Library books - Understanding Mental health, conversation starters etc.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,206.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used
Tiered supports for all students Tier 1 Strategies: To be confirmed - Study Without Stress program \$600 - Rock and Water - Facilitator Training and program implementation (\$1400 x 2 training leaders) = 6 X CRT (\$2940) - Love Bites Facilitator Training ( Laura Newton = 1) \$2000 ( includes 2 days X 2 CRT + 2 x Training cost @ \$500)	<input checked="" type="checkbox"/> Sub school leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,340.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Tiered Support for all Students Tier 3 Strategies - Establish the primary mental health process and procedures. - Train school team to support - Newstart / iLead programs for individual students  Tier 2 Strategies - Raise Mentoring - \$2000 (Equity Funding) - Man Cave Incursion - \$2000 (Equity funding) - Big Sister Experience - \$3300 (Equity funding) - Butterfly Foundation 'Relationship with Eating' - \$400 (Mental	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,660.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



<p>Health funding)  - Brent Alford - Positive Choices Incursion - \$960 (Equity funding)  - Guest Speaker Harmony Day - \$2000 (Equity funding)</p>				
<p>Tier 3 Strategies  Establish the primary mental health process and procedures.  Train school team to support primary program</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$76,801.74  <input checked="" type="checkbox"/> Other funding will be used
<p>Tiered Support for Students - Focus on one Junior Year level (7 or 8) and One Senior Year level (Year 10) - facilitated by training accredited Leading Teacher Wellbeing  - Teen Mental Health First Aid training - 4 x Staff = \$600 (Mental Health Fund) - to retain Accreditation  - Teen Mental Health First Aid Training - 4 X CRT = \$1440 CRT days \$1960 (Mental Health Fund)  - Teen Mental Health first Aid - affiliations - \$120 (Mental Health Fund)  - Student Mental Health First Aid Manual Senior year level - 96 x \$10 - \$960 (Mental Health Fund)  - Student Mental Health First Aid Manual Junior Program - 100 x \$10 - \$1000 (Mental Health Fund)</p> <p>Teen Mental Health First Aid Workshop - all teaching and support staff</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,080.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Tier 3 Strategies  Maintain additional Mental Health Practitioner EFT 0.2</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$42,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Parent Engagement Parent Teacher Interviews early Term 1 to provide opportunity for collaborative goal setting with parents / guardians and partnerships	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Parent Engagement Communication with families/community through Compass and newsletters about personal and social learning.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Parent Engagement "Tuning Into Teens" and "Tuning into Kids" run in collaboration with Cath Giurrieri from Anglicare Reconnect	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00  <input checked="" type="checkbox"/> Other funding will be used
Parent Engagement Prep and Year 7 welcome events and support new families to the College.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00
Parent Engagement VCE Information Evening for parents in Year 10-12 early in Term 1.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> VCAL leader/team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$200.00  <input checked="" type="checkbox"/> Other funding will be used
Parent Engagement Andrew Fuller student session "from stressed to strong" to support families on managing teenagers and Building Resilience in Children, Teens & Families"	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Parent Engagement Susan McClean sessions for students and families to support appropriate online interactions and wellbeing.</p>	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 2</p>	<p>\$3,000.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Attendance Launch and induction of a new attendance follow up process Weekly reviews of attendance reports (support from attendance ES in data harvesting) ES Assessment and Reporting to produce fortnightly data on student engagement.</p>	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>Attendance Implement tiered intervention response in accordance to attendance policy</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Attendance Teachers will complete an inquiry cycle based on attendance</p>	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>Engagement - Student Pathways Implementation of careers and pathways curriculum 7-12 Implementation of My Career Insights Morrisby career aptitude assessment at interview</p>	<input checked="" type="checkbox"/> Careers leader/team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$60,311.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Engagement - Student Pathways Continuing partnerships with Laverton Youth Foundation to support students with obtaining certificates to increase work readiness. -Construction industry card -Responsible service of alcohol</p>	<input checked="" type="checkbox"/> Careers leader/team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

-Customer Service -Food handling certificate				
Engagement - Student Pathways Professional development of Year Level Coordinators and Homeroom teachers to assist with course counselling	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Engagement Allocate ES1.3 - support - Sports Coordinator to oversee interschool sport programs, bus transport, lunchtime and recess activities for students as per active schools.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$87,440.00  <input checked="" type="checkbox"/> Equity funding will be used
Safe and Supportive Learning Environments / Disability Inclusion Tiers - 2 - 3 Purchase Boardmaker subscription	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$220,181.18	\$220,181.18	\$0.00
Disability Inclusion Tier 2 Funding	\$237,479.47	\$237,479.47	\$0.00
Schools Mental Health Fund and Menu	\$80,325.25	\$80,325.25	\$0.00
<b>Total</b>	<b>\$537,985.90</b>	<b>\$537,985.90</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
High Quality Teaching and Learning Develop a diverse leadership structure to build capacity across all career stages. Employ Learning Specialists to capacity build, mentor and coach in highly effective teaching practices and inclusion	\$237,479.47
Numeracy 2.0 Allocate resources for the design and implementation of Numeracy 2.0 Release for KLA leaders - CRT coverage	\$1,960.00
Numeracy 2.0 Continue staff development in "Big Ideas in Numeracy" (Margarita Breed PL) \$900 1 x primary staff 2 x secondary staff - CRT x 12 days - \$ TERM 2 Day 1: Week 4 Friday 10th May	\$6,780.00

<p>Day 2: Week Friday 14th June</p> <p>TERM 3 Day 3: Week 4 Friday 9th August</p> <p>TERM 4 Day 4: Friday 18th October (to be run remotely)</p>	
<p>Leadership Capacity building Middle Leaders Develop middle leadership capacity to coach and mentor for improved instructional practice Focus on coaching, networking and communities of practice and development through the school improvement team (SIT) Focus on professional reading - Clarity (Dr Lyn Sharratt) - Learning Specialists and Learning Area Coordinators - Learning Specialists to undertake Clarity Professional Learning Program</p> <p>Principal class Team / Leading Teacher Focus on professional reading eg Vivienne Robertson - Virtuous Educational Leadership (Assistant Principals / Leading Teachers)</p>	\$5,000.00
<p>Tier 2 - 3 Intervention Source Agency for Speech Pathology intervention programs / assessments</p>	\$20,900.00
<p>Supportive and Productive Learning Environments Implementation of SWPBS strategies and matrix in all classrooms Rewards and events for students Sensory de-escalation resources</p>	\$23,845.25
<p>Supportive and Productive Learning Environments Deliver a structured professional learning program focused on differentiation for engagement inclusive of the following: - Berry Street Education Model strategies (whole school Professional Learning) - in house staff</p>	\$12,600.00

<ul style="list-style-type: none"> <li>- Berry Street Education Model program - Train 4 staff (\$4800 PL program) (16 days CRT @ \$490 = \$7840 )</li> <li>- SWPBS</li> <li>- RRRR</li> <li>- Safe Schools</li> </ul>	
<p>Tiered supports for all students Refinement and consolidation of the Altona College Wellbeing Referral Process with whole staff. Allocate EFT 0.4 ES 1.2 for additional wellbeing support Chaplain - Wellbeing Support funds</p> <ul style="list-style-type: none"> <li>- Library books - Understanding Mental health, conversation starters etc.</li> </ul>	\$45,206.00
<p>Tiered supports for all students Tier 1 Strategies: To be confirmed</p> <ul style="list-style-type: none"> <li>- Study Without Stress program \$600</li> <li>- Rock and Water - Facilitator Training and program implementation (\$1400 x 2 training leaders) = 6 X CRT (\$2940)</li> <li>- Love Bites Facilitator Training ( Laura Newton = 1) \$2000 ( includes 2 days X 2 CRT + 2 x Training cost @ \$500)</li> </ul>	\$8,340.00
<p>Tiered Support for all Students Tier 3 Strategies</p> <ul style="list-style-type: none"> <li>- Establish the primary mental health process and procedures.</li> <li>- Train school team to support</li> <li>- Newstart / iLead programs for individual students</li> </ul> <p>Tier 2 Strategies</p> <ul style="list-style-type: none"> <li>- Raise Mentoring - \$2000 (Equity Funding)</li> <li>- Man Cave Incursion - \$2000 (Equity funding)</li> <li>- Big Sister Experience - \$3300 (Equity funding)</li> <li>- Butterfly Foundation 'Relationship with Eating' - \$400 (Mental Health funding)</li> </ul>	\$13,660.00

<ul style="list-style-type: none"> <li>- Brent Alford - Positive Choices Incursion - \$960 (Equity funding)</li> <li>- Guest Speaker Harmony Day - \$2000 (Equity funding)</li> </ul>	
<p>Tiered Support for Students - Focus on one Junior Year level (7 or 8) and One Senior Year level (Year 10) - facilitated by training accredited Leading Teacher Wellbeing</p> <ul style="list-style-type: none"> <li>- Teen Mental Health First Aid training - 4 x Staff = \$600 (Mental Health Fund) - to retain Accreditation</li> <li>- Teen Mental Health First Aid Training - 4 X CRT = \$1440 CRT days \$1960 (Mental Health Fund)</li> <li>- Teen Mental Health first Aid - affiliations - \$120 (Mental Health Fund)</li> <li>- Student Mental Health First Aid Manual Senior year level - 96 x \$10 - \$960 (Mental Health Fund)</li> <li>- Student Mental Health First Aid Manual Junior Program - 100 x \$10 - \$1000 (Mental Health Fund)</li> </ul> <p>Teen Mental Health First Aid Workshop - all teaching and support staff</p>	\$6,080.00
<p>Tier 3 Strategies Maintain additional Mental Health Practitioner EFT 0.2</p>	\$42,000.00
<p>Parent Engagement Andrew Fuller student session “from stressed to strong” to support families on managing teenagers and Building Resilience in Children, Teens &amp; Families“</p>	\$4,000.00
<p>Attendance Launch and induction of a new attendance follow up process Weekly reviews of attendance reports (support from attendance ES in data harvesting) ES Assessment and Reporting to produce fortnightly data on student engagement.</p>	\$10,000.00



Engagement Allocate ES1.3 - support - Sports Coordinator to oversee interschool sport programs, bus transport, lunchtime and recess activities for students as per active schools.	\$87,440.00
Safe and Supportive Learning Environments / Disability Inclusion Tiers - 2 - 3 Purchase Boardmaker subscription	\$1,000.00
<b>Totals</b>	\$526,290.72

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Numeracy 2.0 Allocate resources for the design and implementation of Numeracy 2.0 Release for KLA leaders - CRT coverage	from: Term 1 to: Term 4	\$1,960.00	<input checked="" type="checkbox"/> CRT
Numeracy 2.0 Continue staff development in "Big Ideas in Numeracy" (Margarita Breed PL) \$900 1 x primary staff 2 x secondary staff - CRT x 12 days - \$ TERM 2 Day 1: Week 4 Friday 10th May Day 2: Week Friday 14th June TERM 3 Day 3: Week 4 Friday 9th August	from: Term 2 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

TERM 4 Day 4: Friday 18th October (to be run remotely)			
Leadership Capacity building Middle Leaders Develop middle leadership capacity to coach and mentor for improved instructional practice Focus on coaching, networking and communities of practice and development through the school improvement team (SIT) Focus on professional reading - Clarity (Dr Lyn Sharratt) - Learning Specialists and Learning Area Coordinators - Learning Specialists to undertake Clarity Professional Learning Program  Principal class Team / Leading Teacher Focus on professional reading eg Vivienne Robertson - Virtuous Educational Leadership (Assistant Principals / Leading Teachers)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Tier 2 - 3 Intervention Source Agency for Speech Pathology intervention programs / assessments	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Support services
Supportive and Productive Learning Environments Implementation of SWPBS strategies and matrix in all classrooms	from: Term 1 to: Term 4	\$6,500.00	<input checked="" type="checkbox"/> CRT

Rewards and events for students Sensory de-escalation resources			
Tiered supports for all students Refinement and consolidation of the Altona College Wellbeing Referral Process with whole staff. Allocate EFT 0.4 ES 1.2 for additional wellbeing support Chaplain - Wellbeing Support funds - Library books - Understanding Mental health, conversation starters etc.	from: Term 1 to: Term 4	\$46,021.18	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Tiered supports for all students Tier 1 Strategies: To be confirmed - Study Without Stress program \$600 - Rock and Water - Facilitator Training and program implementation (\$1400 x 2 training leaders) = 6 X CRT (\$2940) - Love Bites Facilitator Training ( Laura Newton = 1) \$2000 ( includes 2 days X 2 CRT + 2 x Training cost @ \$500)	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> CRT
Tiered Support for all Students Tier 3 Strategies - Establish the primary mental health process and procedures. - Train school team to support - Newstart / iLead programs for individual students  Tier 2 Strategies - Raise Mentoring - \$2000 (Equity	from: Term 1 to: Term 4	\$8,260.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

<p>Funding)  - Man Cave Incursion - \$2000 (Equity funding)  - Big Sister Experience - \$3300 (Equity funding)  - Butterfly Foundation 'Relationship with Eating' - \$400 (Mental Health funding)  - Brent Alford - Positive Choices Incursion - \$960 (Equity funding)  - Guest Speaker Harmony Day - \$2000 (Equity funding)</p>			
<p>Parent Engagement  Andrew Fuller student session "from stressed to strong" to support families on managing teenagers and Building Resilience in Children, Teens &amp; Families"</p>	<p>from:  Term 1  to:  Term 1</p>	<p>\$4,000.00</p>	<p><input checked="" type="checkbox"/> Support services</p>
<p>Attendance  Launch and induction of a new attendance follow up process  Weekly reviews of attendance reports (support from attendance ES in data harvesting)  ES Assessment and Reporting to produce fortnightly data on student engagement.</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$10,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Engagement  Allocate ES1.3 - support - Sports Coordinator to oversee interschool sport programs, bus transport, lunchtime and recess activities for students as per active schools.</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$87,440.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p>
<p>Safe and Supportive Learning Environments / Disability Inclusion</p>	<p>from:  Term 1</p>	<p>\$1,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p>

Tiers - 2 - 3 Purchase Boardmaker subscription	to: Term 4		
<b>Totals</b>		\$220,181.18	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
High Quality Teaching and Learning Develop a diverse leadership structure to build capacity across all career stages. Employ Learning Specialists to capacity build, mentor and coach in highly effective teaching practices and inclusion	from: Term 1 to: Term 1	\$237,479.47	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$237,479.47	

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

Activities and milestones	When	Funding allocated (\$)	Category
Supportive and Productive Learning Environments Implementation of SWPBS strategies and matrix in all classrooms Rewards and events for students	from: Term 1 to: Term 4	\$17,345.25	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Employ CRT to release staff member</li> <li>○ Build staff capacity (conference, course, seminar)</li> <li>○ Activity-based non-consumables (equipment hire, etc)</li> </ul>

Sensory de-escalation resources			
<p>Supportive and Productive Learning Environments</p> <p>Deliver a structured professional learning program focused on differentiation for engagement inclusive of the following:</p> <ul style="list-style-type: none"> <li>- Berry Street Education Model strategies (whole school Professional Learning) - in house staff</li> <li>- Berry Street Education Model program - Train 4 staff (\$4800 PL program) (16 days CRT @ \$490 = \$7840 )</li> <li>- SWPBS</li> <li>- RRRR</li> <li>- Safe Schools</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	\$12,600.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <p style="text-align: center;"><b>This activity will use Mental Health Menu staffing</b></p> <ul style="list-style-type: none"> <li>○ Build staff capacity (conference, course, seminar)</li> </ul>
<p>Tiered supports for all students</p> <p>Tier 1 Strategies: To be confirmed</p> <ul style="list-style-type: none"> <li>- Study Without Stress program \$600</li> <li>- Rock and Water - Facilitator Training and program implementation (\$1400 x 2 training leaders) = 6 X CRT (\$2940)</li> <li>- Love Bites Facilitator Training ( Laura Newton = 1) \$2000 ( includes 2 days X 2 CRT + 2 x Training cost @ \$500)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	\$1,500.00	<input checked="" type="checkbox"/> Study without Stress (Macquarie University)
<p>Tiered Support for all Students</p> <p>Tier 3 Strategies</p> <ul style="list-style-type: none"> <li>- Establish the primary mental health process and procedures.</li> </ul>	<p>from: Term 1</p>	\$800.00	<input checked="" type="checkbox"/> Butterfly Body Bright (Butterfly Foundation) <p style="text-align: center;"><b>This activity will use Mental Health Menu staffing</b></p>

<ul style="list-style-type: none"> <li>- Train school team to support</li> <li>- Newstart / iLead programs for individual students</li> </ul> <p>Tier 2 Strategies</p> <ul style="list-style-type: none"> <li>- Raise Mentoring - \$2000 (Equity Funding)</li> <li>- Man Cave Incursion - \$2000 (Equity funding)</li> <li>- Big Sister Experience - \$3300 (Equity funding)</li> <li>- Butterfly Foundation 'Relationship with Eating' - \$400 (Mental Health funding)</li> <li>- Brent Alford - Positive Choices Incursion - \$960 (Equity funding)</li> <li>- Guest Speaker Harmony Day - \$2000 (Equity funding)</li> </ul>	<p>to: Term 4</p>		<ul style="list-style-type: none"> <li>○ Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)</li> </ul>
<p>Tiered Support for Students - Focus on one Junior Year level (7 or 8) and One Senior Year level (Year 10) - facilitated by training accredited Leading Teacher Wellbeing</p> <ul style="list-style-type: none"> <li>- Teen Mental Health First Aid training - 4 x Staff = \$600 (Mental Health Fund) - to retain Accreditation</li> <li>- Teen Mental Health First Aid Training - 4 X CRT = \$1440</li> <li>CRT days \$1960 (Mental Health Fund)</li> <li>- Teen Mental Health first Aid - affiliations - \$120 (Mental Health Fund)</li> <li>- Student Mental Health First Aid Manual Senior year level - 96 x \$10 - \$960 (Mental Health Fund)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$6,080.00</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teen Mental Health First Aid Program (Mental Health First Aid Australia)</li> </ul>

- Student Mental Health First Aid Manual Junior Program - 100 x \$10 - \$1000 (Mental Health Fund)			
Teen Mental Health First Aid Workshop - all teaching and support staff			
Tier 3 Strategies Maintain additional Mental Health Practitioner EFT 0.2	from: Term 1 to: Term 4	\$42,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students  <b>This activity will use Mental Health Menu programs</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> </ul>
<b>Totals</b>		\$80,325.25	

### Additional funding planner – Total Budget

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

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding



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

Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Rigorous Assessment Practices and Feedback Ensure all learning area teams dedicate time to the development of effective assessment Ensure all learning area teams engage in consistent moderation of student work	<ul style="list-style-type: none"> <li>✔ All staff</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✔ Design of formative assessments</li> <li>✔ Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li>✔ Formal school meeting / internal professional learning sessions</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ Literacy expertise</li> <li>✔ Internal staff</li> <li>✔ Learning specialist</li> <li>✔ Practice Principles for Excellence in Teaching and Learning</li> </ul>	<ul style="list-style-type: none"> <li>✔ On-site</li> </ul>
P-12 Literacy Review and revise P-12 reading program	<ul style="list-style-type: none"> <li>✔ All staff</li> <li>✔ Curriculum co-ordinator (s)</li> <li>✔ Learning specialist(s)</li> <li>✔ School improvement team</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li>✔ Planning</li> <li>✔ Collaborative inquiry/action research team</li> <li>✔ Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>✔ Formal school meeting / internal professional learning sessions</li> <li>✔ PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li>✔ Internal staff</li> <li>✔ Learning specialist</li> <li>✔ Departmental resources</li> </ul> <p>Literacy Toolkit Map f - 6 Literacy Teaching Toolkit maps 7 - 10 Literacy Teaching Toolkit Birth - 5</p> <ul style="list-style-type: none"> <li>✔ Practice Principles for Excellence in Teaching and Learning</li> <li>✔ High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li>✔ On-site</li> </ul>

<p>P-12 Literacy Deliver a structure professional learning program for staff focused on reading utilizing the Literacy toolkits across KLAs. - Phonemic awareness P-2 - Comprehension. Year 3 - 10 - Close Reading Year P - 10</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Literacy Toolkit Map f - 6 Literacy Teaching Toolkit maps 7 - 10 Literacy Teaching Toolkit Birth - 5</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>P - 12 Numeracy Deliver a structured professional learning program focused on numeracy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Numeracy 2.0 Continue staff development in "Big Ideas in Numeracy" (Margarita Breed PL) \$900 1 x primary staff 2 x secondary staff - CRT x 12 days - \$ TERM 2 Day 1: Week 4 Friday 10th May Day 2: Week Friday 14th June TERM 3 Day 3: Week 4 Friday 9th August TERM 4 Day 4: Friday 18th October (to be run remotely)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy improvement teacher</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> Numeracy network teacher</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Dr Margarita Breed</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Network professional learning program</li> </ul>

<p>Leadership Capacity Building Build the capacity of middle leaders through professional development opportunities. - Mentoring and coaching by Assistant Principal team and leading teachers - BASTOW programs eg: Create - Coaching with confidence</p> <p>CRT x 9 days (PL budget)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA leader</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Academy program/course</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Bastow Professional Learning program</li> </ul>
<p>Supportive and Productive Learning Environments Implementation of SWPBS strategies and matrix in all classrooms Rewards and events for students Sensory de-escalation resources</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> <li><input checked="" type="checkbox"/> Regional leadership conferences</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Supportive and Productive Learning Environments Deliver a structured professional learning program focused on differentiation for engagement inclusive of the following: - Berry Street Education Model strategies (whole</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site Berry street Education Model team training</li> </ul>

<p>school Professional Learning) - in house staff</p> <ul style="list-style-type: none"> <li>- Berry Street Education Model program - Train 4 staff (\$4800 PL program) (16 days CRT @ \$490 = \$7840 )</li> <li>- SWPBS</li> <li>- RRRR</li> <li>- Safe Schools</li> </ul>						
<p>Tiered supports for all students</p> <p>Tier 1 Strategies: To be confirmed</p> <ul style="list-style-type: none"> <li>- Study Without Stress program \$600</li> <li>- Rock and Water - Facilitator Training and program implementation (\$1400 x 2 training leaders) = 6 X CRT (\$2940)</li> <li>- Love Bites Facilitator Training ( Laura Newton = 1) \$2000 ( includes 2 days X 2 CRT + 2 x Training cost @ \$500)</li> </ul>	<input checked="" type="checkbox"/> Sub school leader/s	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Staff PL offsite
<p>Tier 3 Strategies</p> <p>Establish the primary mental health process and procedures.</p> <p>Train school team to support primary program</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<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"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Mental Health in Primary Schools training program

Engagement - Student Pathways Professional development of Year Level Coordinators and Homeroom teachers to assist with course counselling	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	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