2024 Annual Implementation Plan

for improving student outcomes

John Fawkner Secondary College (8894)

Submitted for review by Lisa Vinnicombe (School Principal) on 18 April, 2024 at 01:00 PM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 18 April, 2024 at 11:10 PM
Awaiting endorsement by School Council President

Self-evaluation summary

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

	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	
	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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	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	

Engagement	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	

Support and resources	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	

Future planning	
Documents that support this plan	JF signed partnering agreement 2024.pdf (5.81 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal 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.	No	Support for the priorities	
To maximise learning growth and achievement in literacy and numeracy.	Yes	By 2025 increase the percentage of Year 9 students meeting and above benchmark growth on NAPLAN: • Reading from 65% (average 2019-21) to 72% • Writing from 47% (average 2019-21) to 60% • Numeracy from 61% (average 2019-21) to 70% .	By 2024 improve Year 9 NAPLAN results in the areas:- Increase the reading 'strong' band from 26% to 31%- Increase the writing 'strong' band from 18% to 23%- Increase the numeracy 'strong' band from 31% to 36%
		By 2025 decrease the percentage of Year 9 students in the bottom two NAPLAN bands: • Writing from 69% (average 2019-21) to 50% • Numeracy from 37% (average 2019-21) to 30%.	By 2024 improve Year 9 NAPLAN results in the areas:- Numeracy - Decrease the "need additional support" band from 24% to 20%.- Writing - Decrease 16% "needs additional support" band from 16% to 12%.

		Teacher judgements: By 2025 increase the percentage of students Years 7-10 at and above age expected levels on the Victorian Curriculum for writing from 38% (average 2019 -20) to 55%.	Writing - Increase at and above levels for writing from 24% (2022)% to 28%.
		By 2025 improve the VCE All studies mean score from 22.39 (average 2019-20) to 24.	VCE mean scores - improve from 18.5 (2023) to 22 (2024)
To improve student agency and engagement in their learning.	No	By 2025 improve the percentage of positive responses to the following factors on the Attitudes to School Survey Years 7-12: • Differentiated learning challenge from 61% (average 2019-2021) to 70% • High expectations for success from 63% (average 2019-2021) to 75% • Stimulated learning from 47% (average 2019-2021) to 60% • Student voice and agency from 46% (average 2019-2021) to 60%.	
		By 2025 increase the percentage of students in Years 10-12 who satisfactorily completed the *Victorian Certificate of Applied Learning (VCAL) from 33% (2020) to 50%. (* modify when the new vocational pathway is introduced into VCE 2024)	
		By 2025 improve the percentage of positive responses to the following factors on the Teaching and learning module of the School Staff Survey: • Plan differentiated learning activities from 50% (2020) to 65%	

		• Use data for curriculum planning from 40% (2020) to 60% • Use evidence to inform teaching practice from 57% (2020) to 65%.	
		By 2025 improve the percentage of positive responses on the School Staff Survey - School climate module for the factor: Teacher collaboration from 49% (average 2019-20) to 65%.	
To strengthen student wellbeing to support learning.	Yes	By 2025 improve the percentage of positive responses to the following factors on the Attitudes to School Survey Years 7-12: • Effective classroom behaviour from 63% (average 2019-21) to 70% • Managing bullying from 54% (average 2019-21) to 60% • Respect for diversity from 41% (average 2019-21) to 55% • Sense of connectedness from 49% (average 2019-21) to 60% • Teacher concern from 48% (average 2019-21) to 60%.	By 2024 improve the ATOSS results in the areas:- effective classroom behaviour from 44% to 52% - managing bullying from 37% to 42% - respect for diversity from 34% to 40% - sense of connectedness fom 40% to 46%- teacher concern from 37% to 42% - experience racism at this school this term from 35% to 43%- experience racism at this school in the past 12 months from 35% to 43%- I know what to do or who to tell if i experience racism at this school from 48% to 55%
		By 2025 improve the percentage of positive responses for general satisfaction on the Parent Opinion Survey from 63% (2019-2020) to 75%.	By 2024 improve the POS response for general satisfaction from 25% to 35%
		By 2025 decrease the average days absent Year 7-12 from 38 days (2019-2020) to 25 days.	Decrease average days absent from 45 days to 35 days (2024)

Goal 2	To maximise learning growth and achievement in literacy and numeracy.	
12-month target 2.1	By 2024 improve Year 9 NAPLAN results in the areas: - Increase the reading 'strong' band from 26% to 31% - Increase the writing 'strong' band from 18% to 23% - Increase the numeracy 'strong' band from 31% to 36%	
12-month target 2.2	By 2024 improve Year 9 NAPLAN results in the areas: - Numeracy - Decrease the "need additional support" band from 24% to 20%. - Writing - Decrease 16% "needs additional support" band from 16% to 12%.	
12-month target 2.3	Writing - Increase at and above levels for writing from 24% (2022)% to 28%.	
12-month target 2.4	VCE mean scores - improve from 18.5 (2023) to 22 (2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Professional leadership	Build distributed and instructional leadership capability to lead whole school improvement.	No
KIS 2.b Excellence in teaching and learning	Build teacher capability to use data and assessment to plan for learning at students' point of need.	Yes
KIS 2.c Excellence in teaching and learning	Build consistency in curriculum and pedagogy.	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.	Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of consistency of practice and collaboration. This finding was consistent with our School Staff Survey results reflecting lack of confidence in instrcutional leadership, whole school curriculum implementation and staff capacity to drive improvement. ATOSS results reflected that effective teaching practice for cognitive engagement showed a need for improvement.	
Goal 4	**To strengthen student wellbeing to support learning.**	
12-month target 4.1	By 2024 improve the ATOSS results in the areas: - effective classroom behaviour from 44% to 52% - managing bullying from 37% to 42% - respect for diversity from 34% to 40% - sense of connectedness fom 40% to 46% - teacher concern from 37% to 42% - experience racism at this school this term from 35% to 43% - experience racism at this school in the past 12 months from 35% to 43% - I know what to do or who to tell if i experience racism at this school from 48% to 55%	
12-month target 4.2	By 2024 improve the POS response for general satisfaction from 25% to 35%	
12-month target 4.3	Decrease average days absent from 45 days to 35 days (2024)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Foster a safe, orderly and inclusive learning environment.	Yes
KIS 4.b Community engagement in learning	Engage parents/carers/kin as partners in learning.	No

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.	ATOSS Survey results indicates that work needs to be done in the areas of bullying, connectedness to school and creating a inclusive environment. The SWPBS framework will continue to underpin improvement in these areas.

Define actions, outcomes, success indicators and activities

Goal 1	To maximise learning growth and achievement in literacy and numeracy.
12-month target 1.1	By 2024 improve Year 9 NAPLAN results in the areas: - Increase the reading 'strong' band from 26% to 31% - Increase the writing 'strong' band from 18% to 23% - Increase the numeracy 'strong' band from 31% to 36%
12-month target 1.2	By 2024 improve Year 9 NAPLAN results in the areas: - Numeracy - Decrease the "need additional support" band from 24% to 20%. - Writing - Decrease 16% "needs additional support" band from 16% to 12%.
12-month target 1.3	Writing - Increase at and above levels for writing from 24% (2022)% to 28%.
12-month target 1.4	VCE mean scores - improve from 18.5 (2023) to 22 (2024)
KIS 1.b Evaluating impact on learning	Build teacher capability to use data and assessment to plan for learning at students' point of need.
Actions	Build staff capacity in assessment and data to identify student needs and adapt practice Embed hurdle formative assessment into all units plans
Outcomes	Students will - Be able to understand their academic strengths and areas of improvement - Be able to access the curriculum at their point of need - Be able to identify next steps in their learning - Be able ask for and act on feedback - Be able to identity the importance of hurdle tasks - Unit plans will have documented assessment schedules Teachers will

	- Moderate formative and summative assessment tasks - Have an understanding of the usefulness of relevant data sets and how to use these - Use data gathered to inform teaching practice and curriculum decisions - Use evidence based decisions to inform their practice such as using assessment data to guide planning - Contribute to and use a consistently agreed assessment schedule - Make accurately identify student learning needs - Use the data collected to plan for high acheiving and DI students Leaders and teaching partners will - Provide coaching and PD around formative assessment development that is designed to maximmise collective learning about what we can do to become more effective - Codesign formative assessment in each domain area - Lead moderations which are focused on identifying what students can do and need to learn net - Aid in making explicit connections with curriculum - Evaluate assessment and data collection - Give direction and support around collecting actionable data - Refine assessment and data collection processes to ensure they are efficient and focused on identifying students next steps in learning
Success Indicators	Early Indicators - Formative and summative assessment data collected, analysed and engaged with - Teacher and leader data from peer observations and learning walks - Student feedback survey on their learning, engagement and progress - Student data from learning walks - Teachers' formative assessment data and summative judgements against the curriculum Late Indicators - School Staff Survey Positive endorsment from 22% in 2023 to 33% in 2024 - SSS Staff here are confident they will be able to motivate their students 17% in 2023 to 33% in 2024 - ATOSS Differentiated Learning Challenge 51% in 2023 to 57% in 2024 - End of year surveys, focus groups and learning walk data indicate engagement in learning

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a shared language around assessment and data	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 2	$10,000.00 ☑ Equity funding will be used
Teachers will moderate and have conversations around student work	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Professional learning process through meeting schedule to build knowledge	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$0.00
Celebrate success and opportunities to highlight good practice	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	$6,000.00 ☑ Other funding will be used
Embed feedback cycles in curriculum planning	☑ KLA leader ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Teachers will in domain teams have professional planning conversations using assessment data to plan for upcoming lessons	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

KIS 1.c Building practice excellence	Build consistency in curriculum and pedagogy.
Actions	Build teacher capability in implementing the JFC Instructional Model Build collective efficacy of teachers through the JFC Instructional Toolkit
Outcomes	Students will - know how lessons are structured and how this supports their learning - be able to be more regulated in class - to understand the purpose and importance of different sections of a lesson - have a shared vocabulary that supports their learning Teachers will - have a deeper understanding of how to effectively utilize the teaching toolkit to cater to diverse learning needs within their classrooms - explicity and effectively use the instructional model - be able to understand the rationale behind the model and toolkit - build their capacity in their classroom practice Leaders will - lead implementation of the JFC Instructional Model - lead development and implementation of toolkit and provide mentoring - notice a greater sense of ownership and accountability among both students and teachers, as they actively participate in the co-creation of their learning experiences
Success Indicators	Early Indicators - Instructional model and toolkit developed - Student feedback surveys about teacher use of the Instructional Model Late Indicators - Documentation in lesson plans using the IM - Classroom observations and learning walks on sections of the Instructional Model - Mentoring feedback about teacher use of the toolkit and IM - A reduction in students arriving late and leaving early to class - A reducation in minor behaviour posts

	- Increased teacher morale and student engagement, leading to improved academic outcomes and overall school performance - SSS question 'curriculum instruction and learning materials are coordinated among staff in same year level from 39% in 2023 to 50% in 2024. - Whole school reports averages will move from 2.7 to 3.0 for use of class time and 3.2 to 3.4 for behaviour from term 1 to term 4.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish working group to conduct research on current instructional models and teaching methodologies and analyse the strengths and weaknesses of existing instructional model.	☑ Assistant principal ☑ KLA leader	☐ PLP Priority	from: Term 1 to: Term 1	$0.00
Redesign the instructional model tailored to the school's needs, curriculum, and student demographics and develop a comprehensive teaching and learning toolkit that aligns with the new instructional model.	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$11,200.00 ☑ Equity funding will be used
Create resources, materials, and templates to support teachers in implementing the new model effectively. Provide workshops for teachers to familiarize them with the new instructional model and toolkit. Offer ongoing professional development opportunities to enhance teachers' pedagogical skills and use of model.	☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$27,850.00 ☑ Equity funding will be used
Pilot test the new instructional model and toolkit in select classrooms or subjects.	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 2	$0.00

Gather feedback from teachers and students during the pilot phase. Evaluate the effectiveness and impact of the new model on teaching and learning outcomes.	☑ Principal ☑ Teacher(s)		to: Term 2	
Develop school wide communication strategy for the model such as posters, slide templates and focussed lessons.	☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 3	$5,000.00 ☑ Equity funding will be used
Communicate updates and changes to teachers, students, parents, and other stakeholders through various channels such as meetings, newsletters, and the school website.	☑ Administration team ☑ Leadership team	☐ PLP Priority	from: Term 3 to: Term 3	$0.00

Goal 3	To strengthen student wellbeing to support learning.
12-month target 3.1	By 2024 improve the ATOSS results in the areas: - effective classroom behaviour from 44% to 52% - managing bullying from 37% to 42% - respect for diversity from 34% to 40% - sense of connectedness fom 40% to 46% - teacher concern from 37% to 42% - experience racism at this school this term from 35% to 43% - experience racism at this school in the past 12 months from 35% to 43% - I know what to do or who to tell if i experience racism at this school from 48% to 55%
12-month target 3.2	By 2024 improve the POS response for general satisfaction from 25% to 35%
12-month target 3.3	Decrease average days absent from 45 days to 35 days (2024)
KIS 3.a Health and wellbeing	Foster a safe, orderly and inclusive learning environment.

Actions	1) Develop tiers 1- 3 of the Schoolwide Positive Behaviour Support (SWPBS) social regulation and learning engagement framework 2) Develop students' sense of connectedness to school via student voice and extra-curricular activities
Outcomes	Students will: - Demonstrate expected learning behaviours in line with SWPBS behaviours matrix - Understand that their actions can have a positive impact on the learning environment - Feel heard about upcoming school activities and will be given the opportunity to provide feedback - Feel that their teacher's understand and know their social, emotional and learning needs - Engage with the JFC Anti-Racism policy Teachers will: - Build their capacity to support positive student learning & engagement behaviours by understanding their learners - Understand the needs of Tier 2 & 3 learners by accessing their student support plans - Participate in PL and Learning Walks to build their capabilities in supporting student learning needs and behaviours - Consistently implement Tier 1 Effective Teaching & Learning Practices for behaviour - Understand that their consistent classroom practice contributes to the success of whole school initiatives Leaders will: - Evaluate data to determine the learning needs of staff and students - Promote and lead PL of SWPBS strategies - Set and model high expectations for teaching, learning and behaviour in the school - Plan and implement extra-curricular programs to support student wellbeing - Develop and implement school policies to support student wellbeing - Develop & implement the JFC Anti-Racism policy in line with DE professional learning guidance
Success Indicators	Early success indicators: - Reduction of Major behaviours (compass) from 2023 Semester 1 to 2024 Semester 1 by at least 15% - Increase of Positive Behaviour compass posts from 2023 semester 1 to 2024 semester 1 by at least 30% - SWPBS action plan developed - Positive student feedback around extra-curricular activities - Term 2 'behaviour' report will improve from 51% in term 1(excellent & very good) to 60% in term 2 - Positive response from staff to Learning Walks Late success indicators: - ATOSS to highlight positive growth towards the targets in 4.1 - Atleast 80% participation in the SAS schoolwide participation rate

	- SAS results highlight atleast 80% of SWPBS UPA features as being 'in place' - Achieve the SWPBS Bronze award - Term 4 negative 'behaviour' report will improve from 30% in term 1 (acceptable, needs attention & not satisfactory) to 20% in term 4 - SSS to show improvement in the 'Collective focus on student learning' from 41% to 60% - 50% of staff to meet the 4:1 positive to major ratio

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Design and implement a positive climate for learning through school wide classroom introductory and transition programs at the beginning of each term	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$8,500.00 ☑ Equity funding will be used
Develop professional learning sequences to present to staff on the 'Effective Teaching & Learning Practice Behaviours'.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Leading teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$2,500.00 ☑ Equity funding will be used
Monitor progress to embed PL strategies through regular learning walks	☑ All staff ☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00
Develop and maintain a student voice (SMAD) group that represents the college through student leadership opportunities.	☑ Assistant principal ☑ Leading teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00

Develop and maintain student support programs.	☑ Leading teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00
Design and develop social awareness promotions to support inclusion across various communities	☑ Assistant principal ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$22,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify tier 2/3 students and develop student support plans (BSP, BMP & IEP) for these students.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 2 to: Term 4	$36,364.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify students with low attendance in 2023 and develop attendance improvement plans for 2024	☑ Student wellbeing co-ordinator ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 2 to: Term 4	$5,364.00 ☑ Schools Mental Health Menu items will be used which

	☑ Year level co-ordinator(s)			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	$410,407.82	$65,050.00	$345,357.82
Disability Inclusion Tier 2 Funding	$71,522.52	$27,364.00	$44,158.52
Schools Mental Health Fund and Menu	$36,363.54	$36,364.00	-$0.46
Total	**$518,293.88**	**$128,778.00**	**$389,515.88**

Activities and milestones – Total Budget

Activities and milestones	Budget
Develop a shared language around assessment and data	$10,000.00
Redesign the instructional model tailored to the school's needs, curriculum, and student demographics and develop a comprehensive teaching and learning toolkit that aligns with the new instructional model.	$11,200.00
Create resources, materials, and templates to support teachers in implementing the new model effectively. Provide workshops for teachers to familiarize them with the new instructional model and toolkit. Offer ongoing professional development opportunities to enhance teachers' pedagogical skills and use of model.	$27,850.00

Develop school wide communication strategy for the model such as posters, slide templates and focussed lessons.	$5,000.00
Design and implement a positive climate for learning through school wide classroom introductory and transition programs at the beginning of each term	$8,500.00
Develop professional learning sequences to present to staff on the 'Effective Teaching & Learning Practice Behaviours'.	$2,500.00
Design and develop social awareness promotions to support inclusion across various communities	$22,000.00
Identify tier 2/3 students and develop student support plans (BSP, BMP & IEP) for these students.	$36,364.00
Identify students with low attendance in 2023 and develop attendance improvement plans for 2024	$5,364.00
Totals	$128,778.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Develop a shared language around assessment and data	from: Term 2 to: Term 2	$10,000.00	☑ Teaching and learning programs and resources
Redesign the instructional model tailored to the school's needs, curriculum, and student demographics and develop a	from: Term 2 to: Term 3	$11,200.00	☑ School-based staffing

comprehensive teaching and learning toolkit that aligns with the new instructional model.			
Create resources, materials, and templates to support teachers in implementing the new model effectively. Provide workshops for teachers to familiarize them with the new instructional model and toolkit. Offer ongoing professional development opportunities to enhance teachers' pedagogical skills and use of model.	from: Term 2 to: Term 4	$27,850.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Develop school wide communication strategy for the model such as posters, slide templates and focussed lessons.	from: Term 3 to: Term 3	$5,000.00	☑ Teaching and learning programs and resources
Design and implement a positive climate for learning through school wide classroom introductory and transition programs at the beginning of each term	from: Term 1 to: Term 4	$8,500.00	☑ School-based staffing
Develop professional learning sequences to present to staff on the 'Effective Teaching & Learning Practice Behaviours'.	from: Term 2 to: Term 4	$2,500.00	☑ School-based staffing
Totals		**$65,050.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Identify tier 2/3 students and develop student support plans (BSP, BMP & IEP) for these students.	from: Term 2 to: Term 4	$27,364.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Totals		**$27,364.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Design and develop social awareness promotions to support inclusion across various communities	from: Term 2 to: Term 4	$22,000.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Identify tier 2/3 students and develop student support plans (BSP, BMP & IEP) for these students.	from: Term 2 to: Term 4	$9,000.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Identify students with low attendance in 2023 and develop attendance improvement plans for 2024	from: Term 2 to: Term 4	$5,364.00	☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free)
Totals		**$36,364.00**	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop professional learning sequences to present to staff on the 'Effective Teaching & Learning Practice Behaviours'.	☑ Assistant principal ☑ Leadership partners (DSSI) ☑ Leading teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners	☑ On-site
Identify tier 2/3 students and develop student support plans (BSP, BMP & IEP) for these students.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator ☑ Year level co-ordinator(s)	from: Term 2 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Teaching partners	☑ On-site