

2024 Annual Implementation Plan

for improving student outcomes

East Doncaster Secondary College (7773)



Submitted for review by John Roberts (School Principal) on 19 December, 2023 at 03:59 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 11:18 AM
Endorsed by Cyrus Tengra (School Council President) on 22 February, 2024 at 04:31 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>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.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
To optimise the learning growth of every student.	Yes	<p>NAPLAN By 2027, increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <ul style="list-style-type: none"> • Writing from 28% in 2023 to 33% • Numeracy from 34% in 2023 to 40% <p>By 2027,</p> <ul style="list-style-type: none"> • Increase NAPLAN above-level benchmark growth in writing from XX (2025 baseline) • Increase NAPLAN above-level benchmark growth in Numeracy from XX (2025 baseline) 	<p>NAPLAN Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for: Writing - to 30% in 2024 Numeracy - to 36% in 2024 Benchmark Growth data will not be available until 2025</p>
		<p>By 2027, increase the percentage of students achieving VCE all study scores above 32 from 58.2% in 2022 to 60%.</p>	<p>Increase the percentage of students achieving VCE all study scores to 59% in 2024..</p>
		<p>By 2027, increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p>	<p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module: Teachers in</p>

		<ul style="list-style-type: none"> • Teachers in this school use an explicit pedagogical model to guide their practice from 73% in 2022 to 82% • Teachers in this school plan differentiated learning activities based on student learning needs from 62% in 2022 to 67% • Teachers in this school have a deep understanding of how to use formative assessment from 60% in 2022 to 69% 	<p>this school use an explicit pedagogical model to guide their practice - to 82% in 2024</p> <p>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024</p> <p>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p>
To improve student wellbeing and engagement.	Yes	<p>By 2027, increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Advocate at School from 57% in 2022 to 66%</p> <p>Student Voice and Agency from 42% in 2022 to 50%</p> <p>Student Connectedness from 54% in 2022 to 59%</p>	<p>Increase the positive endorsement of the following Attitudes to School Survey factors: Advocate at School - to 59% in 2024</p> <p>Student Voice and Agency - 44% in 2024</p> <p>Student Connectedness - to 55% in 2024</p>
		<p>By 2027, increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Respect for Diversity from 46% in 2022 to 52%</p> <p>Effective classroom behaviour from 56% in 2022 to 59%</p>	<p>Increase the positive endorsement of the following Attitudes to School Survey factors: Respect for Diversity - to 48% in 2024</p> <p>Effective classroom behaviour - to 57% in 2024</p>
		<p>By 2027, increase the positive endorsement of the following School Staff Survey factors:</p> <p>Staff Professional Safety from 50% in 2022 to 58%</p> <p>Collective Efficacy from 65% in 2022 to 70%</p>	<p>Increase the positive endorsement of the following School Staff Survey factors: Staff Professional Safety - 52% in 2024</p> <p>Collective Efficacy - 67% in 2024</p>
		<p>By 2027, increase the positive endorsement of the following Parent Opinion Survey factors:</p> <p>Effective Teaching from 69% in 2022 to 75%</p> <p>Student Motivation and Support from 61% in 2022 to 68%</p>	<p>Increase the positive endorsement of the following Parent Opinion Survey factors: Effective Teaching - 71% in 2024</p> <p>Student Motivation and Support - 63% in 2024</p>

Goal 2	To optimise the learning growth of every student.
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12-month target 2.1-month target	<p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024 Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>	
12-month target 2.2-month target	<p>Increase the percentage of students achieving VCE all study scores to 59% in 2024..</p>	
12-month target 2.3-month target	<p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024 Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024 Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed the school's instructional model.	Yes
KIS 2.b Teaching and learning	Implement a consistent approach to feedback and differentiation to meet student point of need.	Yes
KIS 2.c Teaching and learning	Further develop and embed the whole school approaches to Literacy and Numeracy.	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>Our College Leadership Team have been able to gather and analyse multiple sources of data and evidence that allows us to feel that our judgements in selecting this KIS are sound and evidence based.</p> <p>In order to arrive at our conclusions this year we have used;</p> <ul style="list-style-type: none"> - Refelections for Network and Inner East Regional forums - Meeting minutes from Leadership, Curriculum Leadership, Wellbeing, Domain, Sub-Schools, Teacher Teams, Student Leadership, School Council and Network meetings - Feedback from and interactions during Staff Workshops 	

	<ul style="list-style-type: none"> - Feedback from PLT's - Student assessment data (cycle reports, PAT and on-demand testing, examination results, formative assessment outcomes) - Staff Survey data - Student voice via multiple forums - Student Attitudes to School survey data - Feedback and liaison with SEIL <p>The College will continue with a renewed commitment to build leadership capacity in both staff and students to support the implementation of the Key Improvement Strategies identified in our new Strategic Plan 2024-27, to ensure alignment with the College's vision of continued improvement in student outcomes. It is our intention that this will be reflected in our 2024 AIP documentation.</p> <p>Our strategic focus will be on two goals:</p> <ol style="list-style-type: none"> 1. To optimise the learning growth of every student 2. To improve student wellbeing and engagement <p>We will continue to strive to ensure that learning growth for every individual student is maximised. Building teachers' instructional practice and capacity to support a rich, relevant, challenging learning program to meet the needs of all students, will remain a priority in 2024.</p>
Goal 3	To improve student wellbeing and engagement.
12-month target 3.1-month target	<p>Increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Advocate at School - to 59% in 2024</p> <p>Student Voice and Agency - 44% in 2024</p> <p>Student Connectedness - to 55% in 2024</p>
12-month target 3.2-month target	<p>Increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Respect for Diversity - to 48% in 2024</p> <p>Effective classroom behaviour - to 57% in 2024</p>

12-month target 3.3-month target	Increase the positive endorsement of the following School Staff Survey factors: Staff Professional Safety - 52% in 2024 Collective Efficacy - 67% in 2024	
12-month target 3.4-month target	Increase the positive endorsement of the following Parent Opinion Survey factors: Effective Teaching - 71% in 2024 Student Motivation and Support - 63% in 2024	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop a whole school approach to fostering a positive climate for learning.	Yes
KIS 3.b Engagement	Develop a whole school approach to promoting student agency in learning.	No
KIS 3.c Engagement	Align structures and resources to better support student wellbeing, engagement, and inclusion	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 College Leadership Team have been able to gather and analyse multiple sources of data and evidence that allows us to feel that our judgements in selecting this KIS are sound and evidence based. In order to arrive at our conclusions this year we have used; - Reflections and feedback documentation from students, staff and parents - Compass Chronical documentation on student progress, behaviour and wellbeing matters - Meeting minutes from Leadership, Curriculum Leadership, Wellbeing, Domain, Sub-Schools, Teacher Teams, Student Leadership, School Council and Network meetings - Feedback from multiple surveys from students, staff and parents - Feedback from and interactions during Staff Workshops - Feedback from PLT's - Student assessment data (cycle reports, PAT and on-demand testing, examination results, formative assessment outcomes)	

- Community liaison and external agency liaison and feedback
- Staff Survey data
- Student voice via multiple forums
- Student Attitudes to School survey data
- Student attendance data
- Feedback and liaison with SEIL

The College will continue with a renewed commitment to build leadership capacity in both staff and students to support the implementation of the Key Improvement Strategies identified in our new Strategic Plan 2024-27, to ensure alignment with the College's vision of continued improvement in student wellbeing and engagement. It is our intention that this will be reflected in our 2024 AIP documentation.

Our strategic focus will be on two goals:

1. To optimise the learning growth of every student
2. To improve student wellbeing and engagement

The College will strive to be more proactive than reactive in our wellbeing approach over the next four years as we refine our 'Positive Futures' program and embed the agreed key foci of the Berry Street Educational Model. In 2024, the focus will be on developing a shared understanding of what wellbeing is at East Doncaster Secondary College and then embedding wellbeing practices throughout the school in addition to being able to support students in times of need via the Wellbeing Centre. This will require consultation and collaboration with staff, students and parents as a tiered wellbeing framework and model is further refined at our College.

A whole school wellbeing framework will then need to be supported by professional learning for staff and including wellbeing capabilities within the curriculum. It is our contention that by strengthening student wellbeing with responsive, tiered and contextualised approaches, we will continue to build stronger relationships that enhance student learning and inclusion.

The recognition of learning agency will be a central foci over the course of this Strategic Plan. While student voice and agency has been strong and well developed outside the classroom, it is recognised that it needs to be further developed within classrooms across all learning areas.

Students are recognised as critical partners in the learning process and there is an ongoing commitment to build their capacity to be both collaborative and active partners in their own learning processes.

Define actions, outcomes, success indicators and activities

Goal 2	To optimise the learning growth of every student.
12-month target 2.1 target	<p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024 Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>
12-month target 2.2 target	Increase the percentage of students achieving VCE all study scores to 59% in 2024..
12-month target 2.3 target	<p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024 Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024 Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model.
Actions	- Continue to develop teacher knowledge of and capacity to implement the Instructional Model.
Outcomes	<ul style="list-style-type: none"> - All teachers will document and make visible lesson plans that use the EDSC Instructional Model - In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.

Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction. - Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs) - Students will be able to articulate learning intentions and success criteria during learning walks - Learning walks will reveal greater on task time in class and strong engagement on the learning <p>Late:</p> <ul style="list-style-type: none"> - Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time. - Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others. - We will have collected data via learning walks and Compass audits to monitor evidence of teacher application 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum leaders will facilitate professional learning on the Instructional Model and HITS and use the PDP process to support teachers.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Learning specialist(s)			
Establish close links between the Instructional Model and the College Literacy Framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement a consistent approach to feedback and differentiation to meet student point of need.			
Actions	<ul style="list-style-type: none"> - Continue to implement a multi-tiered approach to meet students' individual learning needs. - Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments. 			
Outcomes	<ul style="list-style-type: none"> - Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly. - Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject. 			

Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN - Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process - Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans - Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices. - Teachers document effective formative assessment strategies into the curriculum. - Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs. <p>Late:</p> <ul style="list-style-type: none"> - Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms. - Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved. - Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p>
<p>Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>
<p>Curriculum leaders will facilitate professional learning on HITS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Reintroduce protocols for peer classroom observation	<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 2 to: Term 4	\$0.00
Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Domains will share and document differentiation and feedback strategies.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
TLI protocols shared with all teachers working with tutors.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

IEPs developed for all students targeted via TLI and MYLNS	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed the whole school approaches to Literacy and Numeracy.			
Actions	<ul style="list-style-type: none"> - Continue to embed our whole school literacy framework. - Develop and trial a whole school numeracy framework. 			
Outcomes	<ul style="list-style-type: none"> - All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students. - Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies. - The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains. 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Curriculum documentation includes strategies from our Whole School Literacy Framework. - Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area. - Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement <p>Late:</p> <ul style="list-style-type: none"> - Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning. - Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths 			

learning.

- Maths curriculum documentation explicitly addresses the four numeracy competencies
- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.
- PAT data will show growth in student literacy and numeracy abilities.
- Students will recognise and be able to use literacy strategies that are transferable across subjects.
- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains trialing identified strategies in Whole School Numeracy Framework.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver a differentiated PL program to build staff capacity to implement literacy strategies.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Team leader(s) 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Numeracy working party established to Draft a Whole School Numeracy Framework	<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 3 to: Term 4	\$0.00
All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Deliver/source targeted professional learning on numeracy based assessment and differentiation.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Other funding will be used
Selected Domains will trial identified strategies in Whole School Numeracy Framework.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	
Goal 3	To improve student wellbeing and engagement.			
12-month target 3.1 target	Increase the positive endorsement of the following Attitudes to School Survey factors: Advocate at School - to 59% in 2024 Student Voice and Agency - 44% in 2024 Student Connectedness - to 55% in 2024			
12-month target 3.2 target	Increase the positive endorsement of the following Attitudes to School Survey factors: Respect for Diversity - to 48% in 2024 Effective classroom behaviour - to 57% in 2024			
12-month target 3.3 target	Increase the positive endorsement of the following School Staff Survey factors: Staff Professional Safety - 52% in 2024 Collective Efficacy - 67% in 2024			
12-month target 3.4 target	Increase the positive endorsement of the following Parent Opinion Survey factors: Effective Teaching - 71% in 2024 Student Motivation and Support - 63% in 2024			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen	Develop a whole school approach to fostering a positive climate for learning.			

students' participation and engagement in school				
Actions	<ul style="list-style-type: none"> - Establish a College wide approach to classroom management - Develop a whole school approach to student agency - Develop a whole school Wellbeing framework 			
Outcomes	<ul style="list-style-type: none"> - Students will prioritise positive health, wellbeing and attendance at school. - Students will recognise and respond to wellbeing concerns and will feel supported at school - Teachers and leaders will increase opportunities for student agency in learning - Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Key components to whole school wellbeing and classroom management are identified and existing practices documented. - Policies and programs will show documentation of a multi-tiered response model to Wellbeing. - Positive Futures documentation is mapped to meet the needs of each year level. - Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas. - Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support. - Working party collaborates to draft the key components of the student learning model - School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management <p>Late:</p> <ul style="list-style-type: none"> - Action plans for each component of the wellbeing framework identified - AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al. - College leadership team will approve EDSC learning model - School wide positive behaviour action plan reviewed by College leadership team 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Convene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish a "School wide positive behaviour" working party to work alongside DET	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review wellbeing strategic plan	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Continue to develop the multi-tiered response model "whole school approach" to wellbeing.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Develop the East Doncaster SC student learning model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement a whole school approach to classroom management	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Align structures and resources to better support student wellbeing, engagement, and inclusion			
Actions	<ul style="list-style-type: none"> - Identify and implement strategies designed to improve student attendance - Improve engagement with parents and the wider College community - Develop the College Disability and Inclusion framework 			
Outcomes	<ul style="list-style-type: none"> - Students will report improved wellbeing, student voice opportunities and greater agency in learning. - Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs - Community partnerships will be further developed and strengthened 			
Success Indicators	<p>Early:</p> <ul style="list-style-type: none"> - Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement - Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate. - Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students - Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students... - Role clarity for key personnel responsible for supporting Disability and Inclusion <p>Late:</p> <ul style="list-style-type: none"> - Improvement in College attendance data with fewer students recorded as absent for 20 days or more. - Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion. - Community partnerships with preferred organisations and agencies will have been established and operational - The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025 			

- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement key processes and programs aimed to identify and support vulnerable students.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,500.00 <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
Monitor key processes and develop targeted interventions aimed to improve student attendance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)			
Develop the role of Disability and Inclusion coordinator.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Team leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,500.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Identify and promote opportunities for increased engagement with community partners.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Ongoing staff professional learning in the sphere of student engagement, wellbeing and support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,200.00 <input checked="" type="checkbox"/> Equity funding will be used

	<ul style="list-style-type: none"><input checked="" type="checkbox"/> Mental health and wellbeing leader<input checked="" type="checkbox"/> Principal<input checked="" type="checkbox"/> Wellbeing team			<ul style="list-style-type: none"><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$147,387.65	\$163,196.00	-\$15,808.35
Disability Inclusion Tier 2 Funding	\$119,962.81	\$120,000.00	-\$37.19
Schools Mental Health Fund and Menu	\$178,245.84	\$179,628.00	-\$1,382.16
Total	\$445,596.30	\$462,824.00	-\$17,227.70

Activities and milestones – Total Budget

Activities and milestones	Budget
Establish a "School wide positive behaviour" working party to work alongside DET	\$10,000.00
Continue to develop the multi-tiered response model "whole school approach" to wellbeing.	\$20,500.00
Implement key processes and programs aimed to identify and support vulnerable students.	\$15,500.00
Monitor key processes and develop targeted interventions aimed to improve student attendance	\$1,000.00
Develop the role of Disability and Inclusion coordinator.	\$10,000.00
Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025	\$26,500.00
Ongoing staff professional learning in the sphere of student engagement, wellbeing and support	\$6,200.00

Totals	\$89,700.00
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement key processes and programs aimed to identify and support vulnerable students.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Monitor key processes and develop targeted interventions aimed to improve student attendance	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> School-based staffing
Ongoing staff professional learning in the sphere of student engagement, wellbeing and support	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$4,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Develop the role of Disability and Inclusion coordinator.	from: Term 1 to: Term 2	\$16,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability inclusion coordinator

Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025	from: Term 1 to: Term 4	\$26,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Other <ul style="list-style-type: none"> Learning Support Coordinator
Totals		\$42,500.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Establish a "School wide positive behaviour" working party to work alongside DET	from: Term 1 to: Term 3	\$10,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Continue to develop the multi-tiered response model "whole school approach" to wellbeing.	from: Term 1 to: Term 4	\$20,500.00	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Life Saving Victoria) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Employ CRT to release staff member
Implement key processes and programs aimed to identify and support vulnerable students.	from: Term 1 to: Term 4	\$14,500.00	<input checked="" type="checkbox"/> Brief interventions in youth mental health (BIT)(Orygen) <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Ongoing staff professional learning in the sphere of student engagement, wellbeing and support	from: Term 1 to: Term 4	\$4,200.00	<input checked="" type="checkbox"/> Body Kind Education (Butterfly Foundation) <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

Totals		\$49,200.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
Provision of Wellbeing Coordinator	\$112,984.00
Provision of ES staff member to Coordinate Year 7 & 8 intervention Numeracy program	\$34,212.00
ICT funding allocation for students in need of IT support	\$10,000.00
Wellbeing Program student resources	\$2,000.00
Integration Aide to support DI program	\$31,000.00
Numeracy Support Coordinator	\$10,500.00
Literacy Support Coordinator	\$200,000.00
Learning Support Mentor and Assistant	\$10,000.00
Professional Development to build staff capacity in D&I program and meeting student needs	\$6,000.00
Wellbeing Coordinator	\$71,603.00
Wellbeing Coordinator	\$58,825.00
Totals	\$547,124.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Provision of Wellbeing Coordinator	from: Term 1 to: Term 4	\$112,984.00	<input checked="" type="checkbox"/> School-based staffing
Provision of ES staff member to Coordinate Year 7 & 8 intervention Numeracy program	from: Term 1 to: Term 4	\$34,212.00	<input checked="" type="checkbox"/> School-based staffing
ICT funding allocation for students in need of IT support	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Wellbeing Program student resources	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Integration Aide to support DI program	from: Term 1 to: Term 4		
Numeracy Support Coordinator	from: Term 1 to: Term 4		
Literacy Support Coordinator	from: Term 1 to: Term 4		
Learning Support Mentor and Assistant	from: Term 1		

	to: Term 4		
Professional Development to build staff capacity in D&I program and meeting student needs	from: Term 1 to: Term 4		
Wellbeing Coordinator	from: Term 1 to: Term 4		
Wellbeing Coordinator	from: Term 1 to: Term 4		
Totals		\$159,196.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Provision of Wellbeing Coordinator	from: Term 1 to: Term 4		
Provision of ES staff member to Coordinate Year 7 & 8 intervention Numeracy program	from: Term 1 to: Term 4		
ICT funding allocation for students in need of IT support	from: Term 1		

	to: Term 4		
Wellbeing Program student resources	from: Term 1 to: Term 4		
Integration Aide to support DI program	from: Term 1 to: Term 4	\$31,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education support staff
Numeracy Support Coordinator	from: Term 1 to: Term 4	\$10,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
Literacy Support Coordinator	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
Learning Support Mentor and Assistant	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom teacher
Professional Development to build staff capacity in D&I program and meeting student needs	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Wellbeing Coordinator	from: Term 1		

	to: Term 4		
Wellbeing Coordinator	from: Term 1 to: Term 4		
Totals		\$77,500.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Provision of Wellbeing Coordinator	from: Term 1 to: Term 4		
Provision of ES staff member to Coordinate Year 7 & 8 intervention Numeracy program	from: Term 1 to: Term 4		
ICT funding allocation for students in need of IT support	from: Term 1 to: Term 4		
Wellbeing Program student resources	from: Term 1 to: Term 4		
Integration Aide to support DI program	from: Term 1		

	to: Term 4		
Numeracy Support Coordinator	from: Term 1 to: Term 4		
Literacy Support Coordinator	from: Term 1 to: Term 4		
Learning Support Mentor and Assistant	from: Term 1 to: Term 4		
Professional Development to build staff capacity in D&I program and meeting student needs	from: Term 1 to: Term 4		
Wellbeing Coordinator	from: Term 1 to: Term 4	\$71,603.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Wellbeing Coordinator	from: Term 1 to: Term 4	\$58,825.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Totals		\$130,428.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum leaders will facilitate professional learning on the Instructional Model and HITS and use the PDP process to support teachers.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Establish close links between the Instructional Model and the College Literacy Framework.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site

Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Leadership team ✓ Principal 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Learning specialist ✓ Maths/Sci specialist ✓ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✓ On-site
Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.	<ul style="list-style-type: none"> ✓ Assistant principal ✓ KLA leader ✓ Learning specialist(s) ✓ PLC leaders ✓ Principal ✓ Teacher(s) 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions ✓ Network professional learning ✓ Communities of practice ✓ PLC/PLT meeting 	<ul style="list-style-type: none"> ✓ SEIL ✓ PLC Initiative ✓ Leadership partners ✓ Learning specialist 	<ul style="list-style-type: none"> ✓ On-site
Deliver a differentiated PL program to build staff capacity to implement literacy strategies.	<ul style="list-style-type: none"> ✓ Assistant principal ✓ Curriculum co-ordinator (s) ✓ Learning specialist(s) ✓ Literacy improvement teacher ✓ Principal 	from: Term 3 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Curriculum development ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Learning specialist ✓ Literacy leaders 	<ul style="list-style-type: none"> ✓ On-site

Deliver/source targeted professional learning on numeracy based assessment and differentiation.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <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"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Implement a whole school approach to classroom management	<input checked="" type="checkbox"/> Assistant principal <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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Regional Liaison support	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Pedagogical Model	
Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Ongoing staff professional learning in the sphere of student engagement, wellbeing and support	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Headspace Orygen Macquarie University Butterfly Foundation Minus 18	<input checked="" type="checkbox"/> On-site

	wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team			<input checked="" type="checkbox"/> Area principal forums		
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