

2024 Annual Implementation Plan

for improving student outcomes

Greater Shepparton Secondary College (7876)



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

Self-evaluation summary - 2024

	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	
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	

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	

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.
<p>Improve the learning growth and achievement of every student</p>	No	<p>By 2027, increase the percentages of students achieving NAPLAN high benchmark growth in reading, writing and numeracy, based on 2021-2023 figures. (NAPLAN target to be confirmed)</p>	
		<p>By 2027, increase the percentages of Year 9 students achieving exceeding and strong in the NAPLAN standards of achievement for:</p> <ul style="list-style-type: none"> • Reading from 32% in 2023 to 49% • Writing from 36.2% in 2023 to 51% • Numeracy from 34.9% in 2023 to 50% <p>(NAPLAN target to be confirmed)</p>	
		<p>By 2027, increase the percentages of students achieving at or above expected level for teacher judgement in:</p> <ul style="list-style-type: none"> • Reading and viewing from 43% in 2022 to 60% • Writing from 37% in 2022 to 60% • Number and algebra from 37% in 2022 to 60% 	

		<p>VCE By 2027, increase the all study scores mean from 25.2 in 2022 to 26 or above. By 2027, increase the percentage of 37+ scores from 1% in 2022 to 5% or above.</p>	
		<p>By 2027 increase the percentage of positive responses in the School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 18% (2022) to 39% • Collective efficacy from 21% (2022) to 46% • Teacher collaboration from 37% (2022) to 49% • Guaranteed and viable curriculum from 48% (2022) to 57% • Use student feedback from 39% (2022) to 50% • Use high impact strategies from 59% (2022) to 67% 	
Maximise the wellbeing and connection of all students	Yes	<p>By 2027, increase the percentage of positive responses in the Attitude to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 32% (2022) to 41% • Stimulated learning from 38% (2022) to 51% • Effective classroom behaviour from 45% (2022) to 55% • Teacher concern from 30% (2022) to 36% 	<p>Increase percentage of positive responses: Student Voice and Agency from 32% to 37% Stimulated Learning from 38% to 40% Effective classroom behaviour from 45% to 50% Teacher concern from 30% to 32%</p>
		<p>By 2027 increase the percentage of positive responses in the Parent, Caregiver Guardian Opinion Survey (PCGOS) factors:</p> <ul style="list-style-type: none"> • Promoting positive behaviour from 32% (2022) to 50% • Respect for diversity from 47% (2022) to 65% • Student voice and agency from 43% (2022) to 60% 	<p>Increase % of positive responses: Promoting positive behaviour from 32% to 36% Respect and diversity from 47% to 50% Student voice and agency from 43% to 47%</p>
		<p>By 2027 increase the percentage of students with 80% daily attendance from 75.8% (2022) to 85%.</p>	<p>Increase % of students with 80% daily attendance from 75.8% to 78%</p>

Strengthen school community partnerships and relationships to enable success for all students	No	By 2027, increase the real retention rate for: <ul style="list-style-type: none"> • Year 9-10 students from 77% (2022) to 90% • Year 10-11 from 78.2% (2022) to 85% 	
		By 2027, increase the percentage of positive responses in the Attitude to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • School stage transitions (Year 7 and New) from 46% (2022) to 60% • School stage transitions (Year 10-12) from 45% (2022) to 55% • Sense of connectedness from 31% (2022) to 48% 	
		By 2027 increase the percentage of positive responses in the Parent/Caregiver/Guardian Opinion Survey (PCGOS) factors: <ul style="list-style-type: none"> • Student connectedness from 54% (2022)to 70% • Parent participation and involvement from 26% (2022) to 50% • Positive transitions from 32% (2022) to 60% 	
		By 2027 increase the percentage of positive responses in the School Staff Survey (SSS) factors: <ul style="list-style-type: none"> • Trust in students and parents from 19% (2022) to 30% • Parent and community involvement from 37% (2022)to 45% 	

Goal 3	Maximise the wellbeing and connection of all students
12-month target 3.1-month target	Increase percentage of positive responses: Student Voice and Agency from 32% to 37% Stimulated Learning from 38% to 40% Effective classroom behaviour from 45% to 50% Teacher concern from 30% to 32%

12-month target 3.2-month target	Increase % of positive responses: Promoting positive behaviour from 32% to 36% Respect and diversity from 47% to 50% Student voice and agency from 43% to 47%	
12-month target 3.3-month target	Increase % of students with 80% daily attendance from 75.8% to 78%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Develop, implement, and monitor the GSSC approach to strengthen positive behaviours	Yes
KIS 3.b Engagement	Enhance student voice and agency to positively influence their learning and wellbeing experience	Yes
KIS 3.c Support and resources	Enhance and celebrate a school culture that embraces inclusivity and diversity within and across the community	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.	The college needs to continue to focus on building connections and wellbeing for students, given the challenges in bringing a merged entity together and exacerbated by staff shortages. Challenges to be addressed include embedding structures and programs to support all students, shortages. The foundation for promoting pathways and engagement opportunities for all students is established but now needs strengthening college-wide, utilising wellbeing and connectedness processes and programs.	

Define actions, outcomes, success indicators and activities

Goal 3	Maximise the wellbeing and connection of all
12-month target 3.1 target	Increase percentage of positive responses: Student Voice and Agency from 32% to 37% Stimulated Learning from 38% to 40% Effective classroom behaviour from 45% to 50% Teacher concern from 30% to 32%
12-month target 3.2 target	Increase % of positive responses: Promoting positive behaviour from 32% to 36% Respect and diversity from 47% to 50% Student voice and agency from 43% to 47%
12-month target 3.3 target	Increase % of students with 80% daily attendance from 75.8% to 78%
KIS 3.a 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	Develop, implement, and monitor the GSSC approach to strengthen positive behaviours
Actions	Further the day-to-day use of the SWPBS framework and Restorative Practices at GSSC Actively involve students in implementation of practices by ensuring students have a voice (via active membership of SWPBS team and College Values team) Establish a system for more effective planning and communication regarding student learning and wellbeing needs Implement continuous monitoring of student progress and staff collaboration to improve student outcomes.
Outcomes	All staff (Teaching and ES) will: - identify personal and professional goals to enhance their wellbeing and the wellbeing of their teams and students - be confident to seek support from a colleague, buddy, middle/senior leadership when needed - access optional opportunities during the year to engage with colleagues socially

	<ul style="list-style-type: none"> - report improved wellbeing, connectedness to colleagues and positive relationships with students. <p>Teachers will:</p> <ul style="list-style-type: none"> - model positive wellbeing strategies consistent with SWPBS in their classroom practice and interactions with students on a daily basis - engage with HIWS practices - be confident to support and refer students with wellbeing concerns including mental health issues - confidently liaise with Wellbeing Team and House Leaders as required to effectively monitor and support at risk students and equity funded students - effectively utilise Learning Support staff in the classroom to develop learner confidence and engagement <p>Students will:</p> <ul style="list-style-type: none"> - be confident to seek help from a peer or staff member - be positive advocates for their school and utilise student agency through student representative structures to provide feedback on their learning and wellbeing - demonstrate improved wellbeing, engagement and positive relationships with staff and peers - recognise, respond to and refer mental health emergencies appropriately <p>Leaders will:</p> <ul style="list-style-type: none"> - embed positive wellbeing approaches in regular staff professional practice - provide opportunities for staff to enhance their own and collective wellbeing derived from evidence-based practice and consultation - model positive wellbeing in the school and wider community
<p>Success Indicators</p>	<p>Short Term Indicators:</p> <p>Improvement in SWPBS data Artefacts of minutes, action plans, PAC Cup Professional learning in SWPBS and Restorative Practices Improved practices with supports for students eg IEP's, referrals, BSP's, external agencies Effective communication between the team around the learner</p> <p>Long Term Indicators:</p> <ul style="list-style-type: none"> - Refinement of SWPBS matrix documentation - audit of existing documentation - The percentage of positive endorsement in AToSS, Sense of Confidence, Resilience, and Sense of connectedness data shows improvement - A reduction in the number of unexplained absences is recorded - An increase in positive post-school destinations

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create a student led committee for attendance issues	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$630.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Promote and embed strategies that focus on restorative practices	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$232,500.00 <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
Continue SWPBS practices that reward positive behaviours	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$282,000.00 <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

Professional learning for all staff in SWPBS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$292,418.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish TEAMS pages for staff and student leaders, including a separate staff TEAMS page for each class (7A,7B etc)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$150.00 <input checked="" type="checkbox"/> Equity funding will be used
Domains to create an exemplar lesson framed on the WeLEARN model (domain specific)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Revisit the structure and the WeLEARN as applied to single and double sessions	<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"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$157,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Present a range of WeLEARN Powerpoint templates for teachers to utilise with their classes	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$137,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement PLCs to analyse VASS data to inform planning and provide professional learning on the use of VASS data.	<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 checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,740.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide timetabled learning walks within domains including opportunities to observe complex classes across the range of subjects	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$185,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a plan for Year 7 Literacy including a process for monitoring progress.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$303,219.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Establish class profiles (pyramid data) and Individual Education Plans where needed	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)			
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student voice and agency to positively influence their learning and wellbeing experience			
Actions	Develop systems and processes for more effective monitoring and improvement of student engagement and connection Involve students in co-designing and constructing approaches to amplify their influence. Promote and support student-lead initiatives in wellbeing, such as Spirit Week.			
Outcomes	Students holding leadership positions will: - record a sense of authentic leadership opportunities through regular reflection and evaluation -lead Whole school assemblies, Year level and House assemblies -be positive role models and ambassadors for the College Students will: -know who their student leaders are and feel comfortable in connecting with them Teachers will: -direct students with ideas or concerns to relevant student leaders -support and promote student lead initiatives Leadership will: -support leadership develop in individual student leaders -actively support each of the student leadership teams across the College			
Success Indicators	Short term success indicators: -Assemblies run by student leaders -Increased student written communication in Newsletter, student bulletin, Facebook and Compass			

	-Artefacts of minutes from student meetings Long term success indicators: -Increased interest of the number of students wishing to undertake leadership positions -Increased positive endorsement of AToSS statements related to student voice and agency and sense of connectedness.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Enable students to create a GSSC 'social media-like' profile (Linkedin/Instagram/Vine)	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Ensure that students have graduated authentic input into the construction and assessment of their learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Professional learning on what the APPLY looks like in all domains	<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	\$150,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Curate Real Schools strategies and incorporate into instructional model e.g, circle time	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$106,100.00 <input checked="" type="checkbox"/> Equity funding will be used
Further development of the Talent Management Framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$102,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a wrap-a-round approach for the transition from Year 6 to 7, including tiered supports	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance and celebrate a school culture that embraces inclusivity and diversity within and across the community			
Actions	Implement a diverse learners hub Develop an annual calendar of activities that embraces inclusivity and diversity Increase opportunities to meet the learning needs of all students.			
Outcomes	Students will: -be confident to seek assistance and know where to find support -record a higher sense of safety at school, including social and emotional confidence Teachers and Educational Support will: -undertake professional learning to strengthen and differentiate classroom practices for all students Leaders will: -provide resources and professional learning to support inclusive practices -provide opportunities for staff, students and community to participate in enrichment activities and events			
Success Indicators	Short term success indicators: -decrease in number of chronicles related to harrassment and bullying.			

	<p>-teacher record of higher engagement levels in classes -improvement in in-class attendance</p> <p>Long term success indicators: -Increased positive endorsement in the AToSS, School Staff Opinion and Parent Opinion surveys related to respect and diversity. -improved outcomes in SWPBS data.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish the diverse learners hub in each neighbourhood building	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$337,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Continue to develop inclusive practices	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$310,872.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ensure communication and engagement about calendared cultural events with guest speakers from wider community	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Enable whole school participation in events (cultural dress up day, All ability day) and school-wide competitions that focus on inclusivity and diversity	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$145,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement and embed Nurtja at GSSC, based on the review recommendations	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$562,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed and develop cultural inclusion systems and strategies including Ngarri Ngarri team and cultural roundtables into school program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish the Agriculture and Horticultural program on Hawdon St site	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$225,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a coaching and mentoring program underpinned by reflection and feedback, and where possible create opportunities for team teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Deliver Professional Learning to assist staff to manage diverse student learning needs, differentiating across Domains	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$388,250.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Embedding literacy and numeracy coaching across the college.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$487,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Developing the capacity of the workforce through coaching and mentoring	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$353,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Research exemplar schools for community engagement and facilitate observations/collaboration/partnerships	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage with industry and community partners to act as guest speakers, support student work placements and to participate in information panels and staff professional learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$4,338,430.19	\$4,338,430.00	\$0.19
Disability Inclusion Tier 2 Funding	\$911,969.56	\$911,969.00	\$0.56
Schools Mental Health Fund and Menu	\$206,920.17	\$206,920.00	\$0.17
Total	\$5,457,319.92	\$5,457,319.00	\$0.92

Activities and milestones – Total Budget

Activities and milestones	Budget
Create a student led committee for attendance issues	\$630.00
Promote and embed strategies that focus on restorative practices	\$232,500.00
Continue SWPBS practices that reward positive behaviours	\$282,000.00
Professional learning for all staff in SWPBS	\$292,418.00
Establish TEAMS pages for staff and student leaders, including a separate staff TEAMS page for each class (7A,7B etc)	\$150.00
Revisit the structure and the WeLEARN as applied to single and double sessions	\$157,000.00
Present a range of WeLEARN Powerpoint templates for teachers to utilise with their classes	\$137,500.00

Develop and implement PLCs to analyse VASS data to inform planning and provide professional learning on the use of VASS data.	\$26,740.00
Provide timetabled learning walks within domains including opportunities to observe complex classes across the range of subjects	\$185,000.00
Develop and implement a plan for Year 7 Literacy including a process for monitoring progress.	\$303,219.00
Establish class profiles (pyramid data) and Individual Education Plans where needed	\$25,000.00
Professional learning on what the APPLY looks like in all domains	\$150,500.00
Curate Real Schools strategies and incorporate into instructional model e.g, circle time	\$106,100.00
Further development of the Talent Management Framework	\$102,000.00
Develop and implement a wrap-a-round approach for the transition from Year 6 to 7, including tiered supports	\$200,000.00
Establish the diverse learners hub in each neighbourhood building	\$337,000.00
Continue to develop inclusive practices	\$310,872.00
Enable whole school participation in events (cultural dress up day, All ability day) and school-wide competitions that focus on inclusivity and diversity	\$145,000.00
Implement and embed Nurtja at GSSC, based on the review recommendations	\$562,000.00
Embed and develop cultural inclusion systems and strategies including Ngarri Ngarri team and cultural roundtables into school program	\$5,000.00
Establish the Agriculture and Horticultural program on Hawdon St site	\$225,000.00

Establish a coaching and mentoring program underpinned by reflection and feedback, and where possible create opportunities for team teaching	\$350,000.00
Deliver Professional Learning to assist staff to manage diverse student learning needs, differentiating across Domains	\$388,250.00
Embedding literacy and numeracy coaching across the college.	\$487,000.00
Developing the capacity of the workforce through coaching and mentoring	\$353,000.00
Research exemplar schools for community engagement and facilitate observations/collaboration/partnerships	\$20,000.00
Totals	\$5,383,879.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Promote and embed strategies that focus on restorative practices	from: Term 1 to: Term 4	\$232,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Continue SWPBS practices that reward positive behaviours	from: Term 1 to: Term 4	\$255,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional learning for all staff in SWPBS	from: Term 1 to: Term 4	\$208,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other

			Professional Learning provided by REAL Schools in Restorative Practices
Establish TEAMS pages for staff and student leaders, including a separate staff TEAMS page for each class (7A,7B etc)	from: Term 1 to: Term 1	\$150.00	<input checked="" type="checkbox"/> School-based staffing
Revisit the structure and the WeLEARN as applied to single and double sessions	from: Term 1 to: Term 1	\$157,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Present a range of WeLEARN Powerpoint templates for teachers to utilise with their classes	from: Term 1 to: Term 4	\$137,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Develop and implement PLCs to analyse VASS data to inform planning and provide professional learning on the use of VASS data.	from: Term 1 to: Term 4	\$22,240.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Provide timetabled learning walks within domains including opportunities to observe complex classes across the range of subjects	from: Term 1 to: Term 4	\$185,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
Develop and implement a plan for Year 7 Literacy including a process for monitoring progress.	from: Term 1 to: Term 4	\$272,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Establish class profiles (pyramid data) and Individual Education Plans where needed	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing

Professional learning on what the APPLY looks like in all domains	from: Term 1 to: Term 2	\$150,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Curate Real Schools strategies and incorporate into instructional model e.g, circle time	from: Term 1 to: Term 4	\$106,100.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Further development of the Talent Management Framework	from: Term 1 to: Term 4	\$102,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop and implement a wrap-around approach for the transition from Year 6 to 7, including tiered supports	from: Term 1 to: Term 3	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Enable whole school participation in events (cultural dress up day, All ability day) and school-wide competitions that focus on inclusivity and diversity	from: Term 1 to: Term 4	\$145,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Implement and embed Nurtja at GSSC, based on the review recommendations	from: Term 1 to: Term 4	\$562,000.00	<input checked="" type="checkbox"/> School-based staffing
Embed and develop cultural inclusion systems and strategies including Ngarri Ngarri team and cultural roundtables into school program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Establish the Agriculture and Horticultural program on Hawdon St site	from: Term 2	\$225,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
Establish a coaching and mentoring program underpinned by reflection and feedback, and where possible create opportunities for team teaching	from: Term 1 to: Term 4	\$350,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Deliver Professional Learning to assist staff to manage diverse student learning needs, differentiating across Domains	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Embedding literacy and numeracy coaching across the college.	from: Term 1 to: Term 4	\$487,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Developing the capacity of the workforce through coaching and mentoring	from: Term 1 to: Term 4	\$353,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Research exemplar schools for community engagement and facilitate observations/collaboration/partnerships	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$4,260,490.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional learning for all staff in SWPBS	from: Term 1 to: Term 4	\$76,000.00	<input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school
Develop and implement a plan for Year 7 Literacy including a process for monitoring progress.	from: Term 1 to: Term 4	\$30,719.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Establish the diverse learners hub in each neighbourhood building	from: Term 1 to: Term 4	\$337,000.00	<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 <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Sensory resources <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other Employment of an OT plus travel expenses
Continue to develop inclusive practices	from: Term 1	\$140,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Principal class

	to: Term 4		
Deliver Professional Learning to assist staff to manage diverse student learning needs, differentiating across Domains	from: Term 1 to: Term 4	\$328,250.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Whole school <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$911,969.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Create a student led committee for attendance issues	from: Term 1 to: Term 4	\$630.00	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Mental Health First Aid Australia)
Promote and embed strategies that focus on restorative practices	from: Term 1 to: Term 4	\$0.00	
Continue SWPBS practices that reward positive behaviours	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)

Professional learning for all staff in SWPBS	from: Term 1 to: Term 4	\$8,418.00	<input checked="" type="checkbox"/> Trauma Informed Care in Schools (TIC)(Orygen) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Continue to develop inclusive practices	from: Term 1 to: Term 4	\$170,872.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health practitioner
Totals		\$206,920.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Maths consultant employed to: - Build teacher capacity to collaborate and implement instructional practices consistently - To utilise feedback to improve instructional practice	\$35,000.00
PL on VASS	\$4,000.00
Establish Principal class and middle leadership PL with VATL	\$4,000.00
Engage with regional team to establish appropriate additional transition support for Grade 6 (Tier 3) students	\$10,000.00
Explicitly teach study and self-management skills in the Pathway Mentor Program.	\$5,000.00

Coordinate a two-day subject-selection event for Year 10 into 11 students.	\$5,000.00
Totals	\$63,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maths consultant employed to: - Build teacher capacity to collaborate and implement instructional practices consistently - To utilise feedback to improve instructional practice	from: Term 1 to: Term 4	\$49,940.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other Chris Coombs (Maths Consultant)
PL on VASS	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Establish Principal class and middle leadership PL with VATL	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Engage with regional team to establish appropriate additional transition support for Grade 6 (Tier 3) students	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Explicitly teach study and self-management skills in the Pathway Mentor Program.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing

Coordinate a two-day subject-selection event for Year 10 into 11 students.	from: Term 3 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$77,940.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Maths consultant employed to: - Build teacher capacity to collaborate and implement instructional practices consistently - To utilise feedback to improve instructional practice	from: Term 1 to: Term 4	\$0.00	
PL on VASS	from: Term 1 to: Term 4	\$0.00	
Establish Principal class and middle leadership PL with VATL	from: Term 1 to: Term 4	\$0.00	
Engage with regional team to establish appropriate additional transition support for Grade 6 (Tier 3) students	from: Term 1 to: Term 4	\$0.00	
Explicitly teach study and self-management skills in the Pathway Mentor Program.	from: Term 1	\$0.00	

	to: Term 4		
Coordinate a two-day subject-selection event for Year 10 into 11 students.	from: Term 3 to: Term 3	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Maths consultant employed to: - Build teacher capacity to collaborate and implement instructional practices consistently - To utilise feedback to improve instructional practice	from: Term 1 to: Term 4	\$0.00	
PL on VASS	from: Term 1 to: Term 4	\$0.00	
Establish Principal class and middle leadership PL with VATL	from: Term 1 to: Term 4	\$0.00	
Engage with regional team to establish appropriate additional transition support for Grade 6 (Tier 3) students	from: Term 1 to: Term 4	\$0.00	

Explicitly teach study and self-management skills in the Pathway Mentor Program.	from: Term 1 to: Term 4	\$0.00	
Coordinate a two-day subject-selection event for Year 10 into 11 students.	from: Term 3 to: Term 3	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Promote and embed strategies that focus on restorative practices	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants REAL Schools	<input checked="" type="checkbox"/> On-site
Professional learning for all staff in SWPBS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Revisit the structure and the WeLEARN as applied to single and double sessions	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop and implement PLCs to analyse VASS data to inform planning and provide professional learning on the use of VASS data.	<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)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and implement a plan for Year 7 Literacy including a process for monitoring progress.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> External consultants Keay Cobbin (Wilcobb) <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

Professional learning on what the APPLY looks like in all domains	<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	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Curate Real Schools strategies and incorporate into instructional model e.g, circle time	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Real Schools	<input checked="" type="checkbox"/> On-site
Establish a coaching and mentoring program underpinned by reflection and feedback, and where possible create opportunities for team teaching	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Appointed mentors/coaches	<input checked="" type="checkbox"/> On-site
Deliver Professional Learning to assist staff to manage diverse student learning needs, differentiating across Domains	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

