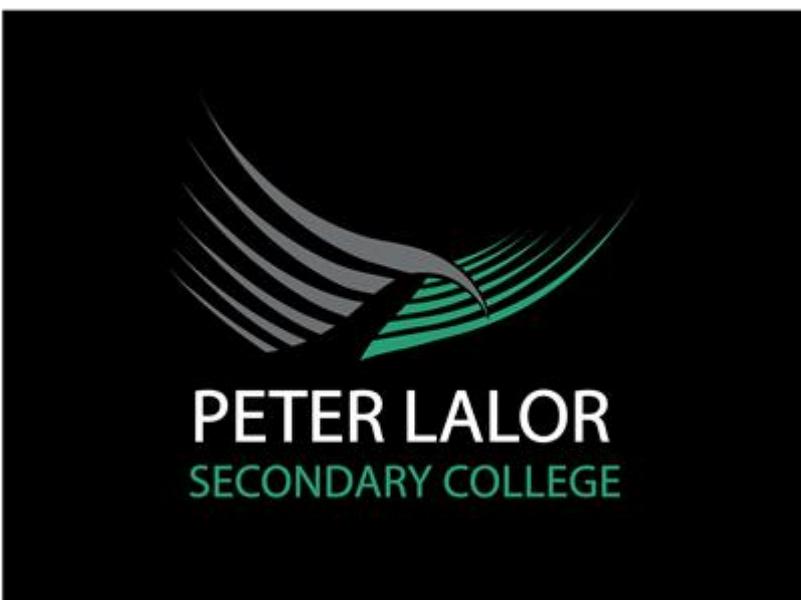


# 2022 Annual Implementation Plan

## for improving student outcomes

Peter Lalor Secondary College (7217)



Submitted for review by Melissa Lozanovski (School Principal) on 21 February, 2022 at 01:21 PM  
Endorsed by Rachel Corben (Senior Education Improvement Leader) on 20 March, 2022 at 05:33 PM  
Endorsed by Colleen Monteleone (School Council President) on 20 March, 2022 at 07:15 PM

## Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	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	Emerging
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Emerging
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<p>The school has undergone a significant period of trauma with significant changes to leadership and staffing, including the sudden passing of the substantive principal.</p> <p>A significant amount of work was completed in Term 4 of 2021 to begin tackling the challenges and key priority areas of 2022.</p> <p>There is a great need for time to be invested in providing the opportunity for staff to engage in individualised professional development, relevant to their individual needs.</p> <p>The introduction of strategic teams was effective in providing a collaborative space for staff to work on key priority areas.</p>
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	<p>The changes to the meeting structure and allocation of time will provide the school with the ability to provide adequate planning time and will provide the opportunity and time for staff to effectively in engage in PLCs.</p> <p>The development of yearly scope and sequences has been most effective in ensuring development of enriching teaching and learning programs and provides clear direction and structure for the programs offered at PLSC, including the establishment of the Assessment and Reporting Schedules.</p> <p>There is a clear focus on the collation of triangulated data to track student progress and growth including pre-testing and post-testing.</p> <p>Resources have been specifically allocated to the Tutor Initiative and MYLNS which will likely evolve into an intervention program for the school to continue using beyond the targeted funding provided by the Department.</p> <p>There is a great need for the school to focus on building student leadership programs and initiatives and this will commence in 2022 through the Connect Program.</p> <p>The well-being space also requires extreme attention including the development of precise systems and processes to ensure the school is not only effectively supporting students but that we are compliant in doing so. The addition of the Mental Health Practitioner will see this area of the school grow and develop.</p>
<p><b>Considerations for 2022</b></p>	<p>It is critical for the school to adopt a whole school model and upon consultation it has been decided that PLSC will adopt the Berry Street Educational Model.</p> <p>With the significant changes to the leadership team, the school has already undergone and will continue to undergo several changes in 2022. These changes may cause some delays in achieving the set goals and targets.</p> <p>Rectifying the current concerns in the well-being space will be paramount and redeveloping the space to include the support of the Mental Health Practitioner will be vital.</p> <p>A key focus on Student Voice and Agency will be a key priority</p> <p>We also need to consider that our Year 9 cohort, our newest enrolments join us in a new school environment and we need to acknowledge that the last, uninterrupted academic year they had was as Year 6 students.</p> <p>We need to be aware that will see the impact that COVID, lockdowns and remote learning has had on our young people.</p> <p>We will need to be prepared to reintegrate them into the learning environment, recondition their behaviours and re-establish the expectations of the learning environment.</p> <p>We need to acknowledge that the mental health and well-being of our young people may require attention and addressing any concerns will be paramount.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve student learning outcomes.
<b>Target 2.1</b>	Improve literacy outcomes: <ul style="list-style-type: none"> <li>• To have students at Peter Lalor Secondary College achieve one year's growth or more, based on Fountas and Pinnell data, from 40% in 2021 to 50% in 2024.</li> <li>• To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2021 to 2024.</li> </ul>
<b>Target 2.2</b>	Improve numeracy outcome:

	<ul style="list-style-type: none"> <li>To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2021 to 2024.</li> </ul>
<b>Target 2.3</b>	<p>Improve the percentage positive endorsement for the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>academic emphasis from 59% (2019) to 80% (2024)</li> <li>collective focus on student learning from 64% (2019) to 80% (2024)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and trial a school instructional model to deliver a consistent approach throughout the school
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Improve teacher capability to document and implement differentiated programs to improve student skills in literacy and numeracy
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Improve teacher capability to use data to plan differentiated teaching and learning programs to improve student skills in literacy and numeracy
<b>Goal 3</b>	Improve outcomes in pathways and transitions.
<b>Target 3.1</b>	Improve the percentage of positive pathways outcomes for students from 50% (2021) to 75% (2024)
<b>Target 3.2</b>	Improve the percentage of students with Career Action Plans (CAPs) from 50% (2020) to 90% (2024)

<b>Target 3.3</b>	Improve the percentage participation rate of students in Student Workplace Learning (SWL) from 32.25% (2020) to 80% (2024)
<b>Key Improvement Strategy 3.a</b> Vision, values and culture	Develop a culture of aspiration for students Actions: <ul style="list-style-type: none"> <li>- Establish an Alumni program</li> <li>- Celebrate positive transition outcomes of past students in previous cohorts</li> <li>- Feature aspiration building activities within the Career development program at each year level</li> </ul>
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Develop internal processes for record keeping relating to Pathways Actions: <ul style="list-style-type: none"> <li>- Establish digital tracking systems for Careers &amp; Pathways programs and initiatives to collect and collate careers related data</li> <li>- Document Careers &amp; Pathways operational processes and data collection processes</li> <li>- Develop sub-categories within the school management system to allow for accurate record keeping</li> </ul>
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Develop staff capability to effectively develop and monitor student CAPs. Actions: <ul style="list-style-type: none"> <li>- Establish and document a staff and student CAP process and procedure</li> <li>- Conduct staff professional learning sessions with respect to Career Action Plans</li> <li>- Include CAP's in Semester Reports to be discussed at 3 Way Conferences</li> </ul>
<b>Goal 4</b>	Improve student engagement.
<b>Target 4.1</b>	Improve the levels of student positivity regarding their engagement in school programs with improved positive endorsement in the Attitudes to Schools Survey for Learner Characteristics and Disposition and Social Engagement

	<p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 92 percent (2019) to 95 percent (2024)</li> <li>• Motivation and interest from 95 percent (2019) to 96 percent (2024)</li> <li>• Resilience from 92 percent (2019) to 95 percent (2024)</li> <li>• Self-regulation and goal setting from 91 percent (2019) to 95 percent (2024)</li> <li>• Learning confidence from 93 percent (2019) to 95 percent (2024)</li> </ul> <p>Social Engagement</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 94 percent (2019) to 95 percent (2024)</li> <li>• School staged transition (Year 10-12) from 96 percent (2019) to 97 percent (2024)</li> <li>• Student voice and agency from 95 percent (2019) to 96 percent (2024)</li> </ul>
<p><b>Target 4.2</b></p>	<p>Improve staff attitudes regarding their capability to implement school-wide learning programs. Improvement will be determined by increasing the percentage of endorsement in the Staff Attitudes to Schools Survey in the following areas:</p> <ul style="list-style-type: none"> <li>• School Climate: From 53.5 percent (2021) to 60 percent (2024)</li> <li>• Professional Learning: From 52.8 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning- Practice Improvement: From 54.2 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning-Planning: From 55.6 percent (2021) to 65 percent (2024)</li> </ul>
<p><b>Target 4.3</b></p>	<p>Improve student attendance across all year levels.</p> <ul style="list-style-type: none"> <li>• Decrease the average number of student absence days from 44.6 (2020) to 30 (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Decrease the average number of student unexplained absence days from 29.6 (2020) to 10 (2024).</li> </ul>
<b>Key Improvement Strategy 4.a</b> Curriculum planning and assessment	Develop and document a PLSC trauma informed model of education.
<b>Key Improvement Strategy 4.b</b> Building practice excellence	Develop staff capability to implement a trauma informed model of education
<b>Key Improvement Strategy 4.c</b> Evidence-based high-impact teaching strategies	Develop student capability to set medium term learning goals with teachers and guardians in student support group meetings and short term goals in class programs.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>School wide implementation of the Berry Street Educational Model in 2022.</p> <p>Establishing the Connect Program, complementing the BSEM allowing us to build strong, positive connections between staff and students, providing a platform for the development of a student leadership program, encouraging student voice and agency.</p> <p>Recruiting key staff to provide adequate resources to address the individual learning needs of students.</p>
Improve student learning outcomes.	No	<p>Improve literacy outcomes:</p> <ul style="list-style-type: none"> <li>To have students at Peter Lalor Secondary College achieve one year's growth or more, based on Fountas and Pinnell data, from 40% in 2021 to 50% in 2024.</li> <li>To have 30% of students at Peter Lalor Secondary College achieve one year's growth or</li> </ul>	

		more, based on PAT Reading Comprehension Assessment, from 2021 to 2024.	
		<p>Improve numeracy outcome:</p> <ul style="list-style-type: none"> <li>• To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2021 to 2024.</li> </ul>	
		<p>Improve the percentage positive endorsement for the following factors in the School Staff Survey:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 59% (2019) to 80% (2024)</li> <li>• collective focus on student learning from 64% (2019) to 80% (2024)</li> </ul>	
Improve outcomes in pathways and transitions.	No	Improve the percentage of positive pathways outcomes for students from 50% (2021) to 75% (2024)	
		Improve the percentage of students with Career Action Plans (CAPs) from 50% (2020) to 90% (2024)	

		<p>Improve the percentage participation rate of students in Student Workplace Learning (SWL) from 32.25% (2020) to 80% (2024)</p>	
<p>Improve student engagement.</p>	<p>No</p>	<p>Improve the levels of student positivity regarding their engagement in school programs with improved positive endorsement in the Attitudes to Schools Survey for Learner Characteristics and Disposition and Social Engagement</p> <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 92 percent (2019) to 95 percent (2024)</li> <li>• Motivation and interest from 95 percent (2019) to 96 percent (2024)</li> <li>• Resilience from 92 percent (2019) to 95 percent (2024)</li> <li>• Self-regulation and goal setting from 91 percent (2019) to 95 percent (2024)</li> <li>• Learning confidence from 93 percent (2019) to 95 percent (2024)</li> </ul> <p>Social Engagement</p>	

		<ul style="list-style-type: none"> <li>• Sense of connectedness from 94 percent (2019) to 95 percent (2024)</li> <li>• School staged transition (Year 10-12) from 96 percent (2019) to 97 percent (2024)</li> <li>• Student voice and agency from 95 percent (2019) to 96 percent (2024)</li> </ul>	
		<p>Improve staff attitudes regarding their capability to implement school-wide learning programs. Improvement will be determined by increasing the percentage of endorsement in the Staff Attitudes to Schools Survey in the following areas:</p> <ul style="list-style-type: none"> <li>• School Climate: From 53.5 percent (2021) to 60 percent (2024)</li> <li>• Professional Learning: From 52.8 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning- Practice Improvement: From 54.2 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning-Planning: From 55.6 percent (2021) to 65 percent (2024)</li> </ul>	
		<p>Improve student attendance across all year levels.</p> <ul style="list-style-type: none"> <li>• Decrease the average number of student absence days from 44.6 (2020) to 30 (2024)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Decrease the average number of student unexplained absence days from 29.6 (2020) to 10 (2024).</li> </ul>	
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<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
<b>12 Month Target 1.1</b>	<p>School wide implementation of the Berry Street Educational Model in 2022.</p> <p>Establishing the Connect Program, complementing the BSEM allowing us to build strong, positive connections between staff and students, providing a platform for the development of a student leadership program, encouraging student voice and agency.</p> <p>Recruiting key staff to provide adequate resources to address the individual learning needs of students.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	School wide implementation of the Berry Street Educational Model in 2022.  Establishing the Connect Program, complementing the BSEM allowing us to build strong, positive connections between staff and students, providing a platform for the development of a student leadership program, encouraging student voice and agency.  Recruiting key staff to provide adequate resources to address the individual learning needs of students.
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Employ a maths teacher (specialist) to work with generalist VCAL staff to build their capacity to teach foundation mathematical concepts. The teacher will not only provide professional development for generalist staff but will also explicitly teach key mathematical concepts alongside staff in a team teaching model.  The MYLNS Literacy and Numeracy Leaders will work closely with students identified, who require literacy and numeracy intervention. The Tutor Initiative staffing resource will further support students identified who require intervention. Develop a Learning Diversity Intervention Program.  Collect baseline literacy and numeracy data using Fountas & Pinnell, DAL, PAT Reading Comprehension Assessment and PAT Maths Assessment.
<b>Outcomes</b>	Students Student will be confident learners who are willing to engage in set tasks, whose work is scaffolded to meet their zone of proximal

	<p>development. Students who require intervention will be provided with relevant scaffolding and support and similarly, students who require extension will be identified and extended as required. Student engagement in learning will increase.</p> <p>Teachers Literacy specialists will have an understanding of whole school approaches to support literacy and can assist in the development of the Learning Diversity Intervention Program. Teachers will have greater confidence in interpreting, implementing and assessing curriculum standards and outcomes. Teachers will have greater understanding of developmental rubrics and performance criteria. Teachers will have a greater understanding of how to analyse data. Teachers will have a shared understanding of the importance of using assessment data to identify next steps in teaching.</p> <p>Leaders Leaders will provide adequate time for staff to meet in their professional learning teams. Leaders will provide staff the opportunity to work collaboratively to build curriculum that is enriching, sparks curiosity, engages the learner and is differentiated to suit the individual learning needs of each student. Leaders will also provide adequate professional development for staff with a focus on; collecting and interpreting data, differentiation and using data to inform teaching practice.</p>			
<b>Success Indicators</b>	<p>Use Fountas &amp; Pinnell to obtain comparative data, measuring growth over six months in Literacy. Use PAT Reading Comprehension Assessment and PAT Maths Assessment to obtain comparative data to measure growth over six months in Literacy and Numeracy. Use pre-test and post-test data to measure growth specific to the subject area being taught. Data from staff surveys and focus groups to track progress. Data from student surveys and focus groups.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Professional learning for staff on pre-testing and post-testing as a means to differentiate curriculum and measure growth.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop Learning Diversity Intervention Program	<input checked="" type="checkbox"/> Assistant Principal <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"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Participation in The Victorian Academy of Teaching and Learning - Leading Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$770.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Professional learning on data analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	School wide implementation of the Berry Street Educational Model Restructure the current well-being model to align with FISO 2.0, with the core focus to be on the correlation between learning and well-being. Engage the expertise of the Mental Health Practitioner to build staff capacity and provide resources for staff to support student well-being and mental health.			
<b>Outcomes</b>	Students Students will have consistent behavioural expectations and be provided with a learning environment that is safe, nurturing and suitable to their needs. We will: Build students' capacity by increasing physical regulation of the stress response, de-escalation and focus. Improve self-esteem and capacity for healthy relationships. See less anti-social behaviours for future success. Improve high school completion and participation on post-school training, education and employment.			

	<p>Teachers Teachers will nurture on-task learning through relational classroom management strategies. Teachers will motivate students with strategies that increase their willingness to learn.</p> <p>Leaders Leaders will support staff to develop their capacity to take strategies back to their classes, leading to whole school changes in school culture and teacher practice.</p> <p>Community We will create a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.</p>			
<b>Success Indicators</b>	<p>Improved academic growth and social/emotional well-being Greater ability to maintain relationships Increased school attendance - Attendance Data Decreased incident reports and suspensions - Compass Data Increased teacher knowledge and capacity to work with students - Attitudes to School Survey Data from staff surveys and focus groups to track progress. Data from student surveys and focus groups.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
<p>School wide implementation of the Berry Street Educational Model. Funded by Mental Health Initiative residual from previous years of unallocated funds.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Administration Team</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$198,413.25	\$196,500.00	\$1,913.25
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	\$198,413.25	\$196,500.00	\$1,913.25

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Participation in The Victorian Academy of Teaching and Learning - Leading Literacy	\$770.00
<b>Totals</b>	\$770.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Participation in The Victorian Academy of Teaching and Learning - Leading Literacy	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$1,500.00	

### Activities and Milestones - Disability Inclusion Funding

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

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

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

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional staff, to reduce class sizes and provide a targeted learning environment.	\$195,000.00
<b>Totals</b>	\$195,000.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1	\$195,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
<b>Totals</b>		\$195,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional staff, to reduce class sizes and provide a targeted learning environment.	from: Term 1 to: Term 4	\$0.00	
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for staff on pre-testing and post-testing as a means to differentiate curriculum and measure growth.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Participation in The Victorian Academy of Teaching and Learning - Leading Literacy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site The Victorian Academy of Teaching and Learning
Professional learning on data analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School wide implementation of the Berry Street Educational Model. Funded by Mental Health	<input checked="" type="checkbox"/> Administration Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

<p>Initiative residual from previous years of unallocated funds.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<p>Berry Street Consultants</p>	
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