

# 2024 Annual Implementation Plan

## for improving student outcomes

Blackburn English Language School (8747)



Submitted for review by Mairead Hannan (School Principal) on 14 February, 2024 at 04:59 PM  
Endorsed by Richard Lambert (Senior Education Improvement Leader) on 15 February, 2024 at 04:41 PM  
Endorsed by Fiona Purcell (School Council President) on 22 February, 2024 at 11:34 AM

## 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	

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Every student achieves success in their acquisition of English.	Yes	By 2026, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 70% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2022) to at least 80%.	By the end of 2024, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 73% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2023) to at least 75%.
		By 2026 to increase the percentage of positive endorsement for the <i>Understand how to use data</i> factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 37% (2022) to 70%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Understand how to use data factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 47% (2023) to 50%
		By 2026, to increase the percentage of positive endorsement for the <i>time to share pedagogical content knowledge</i> factor in the Teaching and Learning - Planning module on the School Staff Survey from 57% (2022) to 70%.	By the end of 2024, the school will increase the percentage of positive endorsement for the time to share pedagogical content knowledge factor in the Teaching and

			Learning - Planning module on the School Staff Survey from 60% (2023) to 62%
		By 2026 to increase the percentage of positive endorsement for the <i>Teacher collaboration</i> factor in the School Climate module on the School Staff Survey from 62% (2022) to 78%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Teacher collaboration factor in the School Climate module on the School Staff Survey from 66% (2023) to 68%.
		By 2026 to increase the percentage of positive endorsement for the <i>Discuss problems of practice</i> factor in the Teaching and Learning -Practice Improvement module on the School Staff Survey from 75% (2022) to 85%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Discuss problems of practice factor in the Teaching and Learning - Practice Improvement module on the School Staff Survey from 70% (2023) to 80%
To empower students to have greater voice and agency in their learning.	Yes	By 2026 to increase the percentage of positive endorsement for the <i>Student Voice and Agency, Years 7 to 9</i> factor in the Social Engagement domain on the Attitudes to School Survey from 78% (2022) to 85%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Student Voice and Agency, Years 7 to 9 factor in the Social Engagement domain on the Attitudes to School Survey to 80%.
		By 2026 to increase the percentage of positive endorsement for the <i>Sense of confidence</i> factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey from 75% (2022) to 82%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Sense of confidence factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey to 80%.
		By 2026 to increase the percentage of positive endorsement for the <i>Promote student ownership of learning goals</i> factor in the Teaching and Learning -Implementation module on the School Staff Survey from 64% (2022) to 75%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Promote student ownership of learning goals factor in the Teaching and Learning - Implementation module on the School Staff Survey to 65%.
		By 2026 to increase the percentage of positive endorsement for the <i>Use student feedback to improve practice</i> in the	By the end of 2024, the school will increase the percentage of positive endorsement for

		Teaching and Learning -Evaluation module on the School Staff Survey from 61% (2022) to 75%.	the Use student feedback to improve practice in the Teaching and Learning - Evaluation module on the School Staff Survey to 65%.
To improve student wellbeing.	Yes	By 2026 to increase the percentage of positive endorsement for the <i>Perseverance</i> factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 83% (2022) to 88%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Perseverance factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 84% (2023) to 85%.
		By 2026 to increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 68% (2022) to 73%.	By the end of 2024, the school will increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 79% (2023) to 80%.
		By 2026 to increase the percentage of positive endorsement for the <i>Not Experiencing Bullying</i> factor in the Safety module on the Parent Opinion Survey from 69% to 77%.	By the end of 2024, the school will increase the percentage of positive endorsement for the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 71% to 73%.

<b>Goal 2</b>	<b>Every student achieves success in their acquisition of English.</b>
<b>12-month target 2.1-month target</b>	By the end of 2024, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 73% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2023) to at least 75%.
<b>12-month target 2.2-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Understand how to use data factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 47% (2023) to 50%

<b>12-month target 2.3-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the time to share pedagogical content knowledge factor in the Teaching and Learning - Planning module on the School Staff Survey from 60% (2023) to 62%
<b>12-month target 2.4-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Teacher collaboration factor in the School Climate module on the School Staff Survey from 66% (2023) to 68%.
<b>12-month target 2.5-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Discuss problems of practice factor in the Teaching and Learning - Practice Improvement module on the School Staff Survey from 70% (2023) to 80%
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?
<b>KIS 2.a</b> Teaching and learning	Establish and embed a PLC improvement framework. No
<b>KIS 2.b</b> Teaching and learning	Build teacher capacity to implement the EAL curriculum across all areas of learning. Yes
<b>KIS 2.c</b> Teaching and learning	Build a whole school approach to teachers' understanding and application of EAL pedagogy and practices. No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In a context of rebuilding the school after the pause in migration, the school aims to build consistent and quality EAL curriculum and assessment practices to address the learning needs of all cohorts across the school's three sites. The school has new and graduate staff and all staff will benefit from a consistent approach towards assessment, including responsive teaching and moderation. The focus on EAL curriculum and assessment will rebuild the school to ensure positive student outcomes. PLCs were effective in 2023 and staff responses to PLCs were favourable. BELS will continue to embed the PLC framework which will also work to support the EAL Curriculum.
<b>Goal 3</b>	<b>To empower students to have greater voice and agency in their learning.</b>
<b>12-month target 3.1-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Student Voice and Agency, Years 7 to 9 factor in the Social Engagement domain on the Attitudes to School Survey to 80%.

<b>12-month target 3.2-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Sense of confidence factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey to 80%.	
<b>12-month target 3.3-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Promote student ownership of learning goals factor in the Teaching and Learning - Implementation module on the School Staff Survey to 65%.	
<b>12-month target 3.4-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Use student feedback to improve practice in the Teaching and Learning - Evaluation module on the School Staff Survey to 65%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	To develop a whole school approach to student voice and agency.	No
<b>KIS 3.b</b> Assessment	To develop and embed a whole school community approach to giving and receiving feedback.	Yes
<b>KIS 3.c</b> Teaching and learning	To develop and implement a defined process for students to set meaningful learning goals.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school will begin its focus on student voice and agency through giving and receiving feedback. This will be a good entry point for students to understand the importance of metacognition, communicating their needs and to develop agency in their learning. This priority links well to assessment which is the focus of KIS 2.b BELS Positive Behaviours Framework is another support for student agency, to increase student voice in the context of learning in a new educational system and culture.	
<b>Goal 4</b>	<b>To improve student wellbeing.</b>	
<b>12-month target 4.1-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Perseverance factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 84% (2023) to 85%.	



<b>12-month target 4.2-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 79% (2023) to 80%.	
<b>12-month target 4.3-month target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 71% to 73%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Engagement	To embed a consistent whole-school approach to a positive climate for learning.	Yes
<b>KIS 4.b</b> Support and resources	Strengthen partnerships with families, education and training providers, external agencies and the wider community to support wellbeing and engagement.	No
<b>KIS 4.c</b> Engagement	Embed a coordinated approach to prepare and support students for a successful transition to education or training in Australian society.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	BELS embarked on a consistent tiered approach to student wellbeing and school wide positive behaviours in 2023. Further focus on this work is warranted to embed this whole school, building partnerships at each campus and an expanded wellbeing team in 2024 - including 3 Student Wellbeing Coordinators (1 at each campus), 2 MHPs and 1 Transition coordinator.	

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Every student achieves success in their acquisition of English.
<b>12-month target 2.1 target</b>	By the end of 2024, the percentage of students achieving two or more levels based on the EAL Reporting Resource will increase from 73% (Average of Speaking and Listening, Reading, and Viewing and Writing strands for primary and secondary levels in term 2, 2023) to at least 75%.
<b>12-month target 2.2 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Understand how to use data factor in the Teaching and Learning - Evaluation module on the School Staff Survey from 47% (2023) to 50%
<b>12-month target 2.3 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the time to share pedagogical content knowledge factor in the Teaching and Learning - Planning module on the School Staff Survey from 60% (2023) to 62%
<b>12-month target 2.4 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Teacher collaboration factor in the School Climate module on the School Staff Survey from 66% (2023) to 68%.
<b>12-month target 2.5 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Discuss problems of practice factor in the Teaching and Learning - Practice Improvement module on the School Staff Survey from 70% (2023) to 80%
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to implement the EAL curriculum across all areas of learning.
<b>Actions</b>	<p>Embed a consistent approach towards language instruction for EAL curriculum across areas of the Victorian Curriculum.</p> <p>Embed PLC structures to strengthen teacher collaboration and teaching practice.</p> <p>Maintain professional learning that supports best practice in EAL New Arrivals Program.</p>
<b>Outcomes</b>	<p>Teachers will improve their understanding of the EAL curriculum across areas of the Victorian Curriculum.</p> <p>Students will have increased participation in sports and physical activity at school.</p>

	<p>Teachers will gain confidence in language instruction, the teaching and learning cycle and the functional language approach. Teachers will have an improved understanding of data referencing the EAL curriculum and use it to plan collaboratively.</p> <p>PLC structures will be embedded to support teacher collaboration.</p> <p>Professional Learning for EAL will be prioritised through school-based professional learning, supported TESOL placements; mentoring of VIT candidates, training in functional linguistics and the NAPPCO Conference.</p>			
<b>Success Indicators</b>	<p>Documented units of work for EAL pathways and across the curriculum with a focus on PE, IT, Science including sustainability, Literacy for Primary, indigenous perspectives, and the arts.</p> <p>Teacher practice reflects teaching and learning cycle and a functional language approach</p> <p>Lesson Plans/resources/work programs incorporating functional language approach.</p> <p>PLC data collection around assessment and feedback - as per goal 3</p> <p>Evidence of staff engaged in professional learning at and beyond the school including development and participation in NAPPCO conference.</p> <p>PDP documentation.</p> <p>Functional linguistics (How Language Works) program delivery and completion.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Functional language approach delivered to a group staff by a teacher trained in delivery of 'How Language Works'.	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Other funding will be used
Monitor and interrogate student achievement data.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Other funding will be used
Coordinate and evaluate curriculum development in EAL across the curriculum	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

			to: Term 4	
Implement Active Schools initiative to improve teacher knowledge and student participation in physical education	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 3</b>	To empower students to have greater voice and agency in their learning.			
<b>12-month target 3.1 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Student Voice and Agency, Years 7 to 9 factor in the Social Engagement domain on the Attitudes to School Survey to 80%.			
<b>12-month target 3.2 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Sense of confidence factor in the Learner Characteristics and Disposition domain on the Attitudes to School Survey to 80%.			
<b>12-month target 3.3 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Promote student ownership of learning goals factor in the Teaching and Learning - Implementation module on the School Staff Survey to 65%.			
<b>12-month target 3.4 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Use student feedback to improve practice in the Teaching and Learning - Evaluation module on the School Staff Survey to 65%.			
<b>KIS 3.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	To develop and embed a whole school community approach to giving and receiving feedback.			
<b>Actions</b>	Establish consistent approaches to giving and receiving feedback for learning across the school. Embed feedback and collaboration through PLCs, PDPs, moderation and teacher planning. Embed moderation for EAL in a new arrivals setting in assessment practices. Establish consistent approaches towards implementing positive behaviours in a new arrivals setting.			

<b>Outcomes</b>	<p>Students will use feedback to improve their learning.  Students will value and increase their confidence to give peer assessment and work towards self assessment.  Students will be participants in Learning Conferences (parent teacher interviews).</p> <p>Teachers will give targeted and timely feedback to students.  Teachers will moderate assessment with their colleagues.  Teachers and students will provide constructive feedback to their peers.</p> <p>Teachers will use Positive Behaviours Framework to teach, model and reference expected behaviours.  Students will understand the expectations of an Australian classroom.</p> <p>Leaders will use a coaching approach with staff to develop goals and reflective practices.  Staff will give and receive constructive feedback for their development, and aligned to school priorities.</p>			
<b>Success Indicators</b>	<p>Student feedback gathered in a variety of formats - eg online, focus group, classroom-based activities  Student participation in learning conferences (parent teacher interviews).  Evidence of feedback strategies and student learning from PLC cycles.  Meetings and planning focused on moderation.  Scheduled coaching conversations between staff through PDPs.  Positive Behaviours Framework is visible and regularly referenced in classroom teaching and all areas of the school.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Embed PLCs and formative assessment incorporating giving and receiving feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Other funding will be used
Growth Coaching program for leadership team	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 4</b>	To improve student wellbeing.			

<b>12-month target 4.1 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Perseverance factor in the Learner characteristics and disposition domain on the Attitudes to School Survey from 84% (2023) to 85%.
<b>12-month target 4.2 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the School stage transitions (Yr7 and New Students) factor for students in the Year 7 to 9 group in the Social engagement domain on the Attitudes to School Survey from 79% (2023) to 80%.
<b>12-month target 4.3 target</b>	By the end of 2024, the school will increase the percentage of positive endorsement for the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 71% to 73%.
<b>KIS 4.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To embed a consistent whole-school approach to a positive climate for learning.
<b>Actions</b>	<p>Embed tiered systems of support that enable teachers to identify and respond to students' individual needs. Trial strategies to gather feedback from students on their wellbeing eg through a 'Wellbeing Pulse'.</p> <p>Maintain relationships with mainstream educational providers, regional and DE central staff. Embed engagement with parents through a number of mediums including information sessions and participation in school activities (Open classrooms, assemblies, Harmony Day, learning conferences) Review of the external service and educational providers engaged since the rebuilding of the school.</p> <p>Implement Positive Behaviours Framework, with a focus on consistent language to teach positive behaviours across the school.</p>
<b>Outcomes</b>	<p>The BELS Student Support and Management process will be implemented consistently. Teachers will have an improved understanding of student wellbeing in real time eg through a 'Wellbeing Pulse'.</p> <p>BELS will improve relationships with mainstream educational providers, regional and DE central staff. BELS will have strengthened community networks across the school to cater for different cohorts particularly at Maroondah and Wodonga campuses.</p> <p>Positive Behaviours Framework will be visible and regularly referenced in classroom teaching and all areas of the school.</p>

<b>Success Indicators</b>	<p>Wellbeing needs and supports implemented using BELS Student Support and Management process. Uptake of students providing feedback on their wellbeing eg completing a 'Wellbeing Pulse'.</p> <p>Breadth and depth of community networks and services across the school to cater for different cohorts particularly at Maroondah and Wodonga campuses. Positive parent feedback from Open classrooms, parent information sessions and Learning Conferences.</p> <p>Consistent language used by teachers and students for positive behaviours.</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Professional Learning on Disability Inclusion and specific learning needs.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Trial ways of gathering data based on feedback from students about their wellbeing in real time and specific to a new arrivals setting.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Development of the wellbeing team and capacity building to strengthen wellbeing at each campus.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Mental Health Practitioner at each campus.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Staff with integration and inclusion skills.	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$67,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Health forums for parents and students.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Student Wellbeing Coordinators at each campus.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Mental Health forums for parents and students in community languages.	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$293,786.12	\$294,500.00	-\$713.88
Disability Inclusion Tier 2 Funding	\$52,626.56	\$52,500.00	\$126.56
Schools Mental Health Fund and Menu	\$44,830.41	\$45,000.00	-\$169.59
<b>Total</b>	<b>\$391,243.09</b>	<b>\$392,000.00</b>	<b>-\$756.91</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Professional Learning on Disability Inclusion and specific learning needs.	\$5,000.00
Trial ways of gathering data based on feedback from students about their wellbeing in real time and specific to a new arrivals setting.	\$10,000.00
Development of the wellbeing team and capacity building to strengthen wellbeing at each campus.	\$30,000.00
Mental Health Practitioner at each campus.	\$30,000.00
Staff with integration and inclusion skills.	\$67,000.00
Health forums for parents and students.	\$35,000.00
Student Wellbeing Coordinators at each campus.	\$200,000.00
Mental Health forums for parents and students in community languages.	\$15,000.00

<b>Totals</b>	\$392,000.00
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### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Trial ways of gathering data based on feedback from students about their wellbeing in real time and specific to a new arrivals setting.	from: Term 1 to: Term 4	\$11,000.00	<input checked="" type="checkbox"/> School-based staffing
Development of the wellbeing team and capacity building to strengthen wellbeing at each campus.	from: Term 1 to: Term 4	\$29,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Staff with integration and inclusion skills.	from: Term 1 to: Term 4	\$19,500.00	<input checked="" type="checkbox"/> School-based staffing
Health forums for parents and students.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Health forums for students and parents by external providers in community languages relevant to each campus
Student Wellbeing Coordinators at each campus.	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$294,500.00	

## Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Professional Learning on Disability Inclusion and specific learning needs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li></li> </ul>
Staff with integration and inclusion skills.	from: Term 1 to: Term 4	\$47,500.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
<b>Totals</b>		\$52,500.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Practitioner at each campus.	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Mental Health forums for parents and students in community languages.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
<b>Totals</b>		\$45,000.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

### Additional funding planner – Equity Funding

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

### Additional funding planner – Disability Inclusion Funding

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

### Additional funding planner – Schools Mental Health Fund and Menu

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

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Functional language approach delivered to a group staff by a teacher trained in delivery of 'How Language Works'.	<input checked="" type="checkbox"/> Leadership team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders	<input checked="" type="checkbox"/> On-site
Embed PLCs and formative assessment incorporating giving and receiving feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site