2024 Annual Implementation Plan

for improving student outcomes

Kew High School (7950)

Submitted for review by Josephine Millard (School Principal) on 08 February, 2024 at 06:19 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 08 February, 2024 at 06:20 PM
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	

	FISO 2.0 dimensions	Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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	

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To maximise learning growth for all students	Yes	By 2024 the percentage of students endorsing differentiated learning challenge on the AtoSS will increase from 61 per cent (2020) to 68 per cent (2023)	62% positive endorsement of differentiated learning challenge.
		By 2024 the percentage of Year 9 students assessed as above NAPLAN benchmark growth will increase: - In writing from 16 per cent in 2019 to at or above 25 per cent - In numeracy from 19 per cent in 2019 to at or above 25 per cent - In reading from a 2017-19 average of 30 per cent to at or above 35 per cent	Benchmark growth to increase by:24% in writing25% in numeracy35% in reading
		By 2023 the VCE median study score to be increased to at or above 32 and the adjusted estimate to be zero or above for all studies.	Study Score median of 31 and all subjects with positive adjusted estimates.

To strengthen student engagement in learning.	Yes	Increase the positive endorsement of the AtoSS Student voice and agency factor from 49 per cent (2020) to 60 per cent (2023) and Self-regulation and goal setting factor from 65 per cent (2020) to 80 per cent (2023).	Student voice and agency to increase to 50% positiveSelf-regulation and goal setting to increase to 65% positive
		Increase the positive endorsement of the POS Student voice and agency measure from 69 per cent (2020) to 80 per cent (2023).	POS Student voice and agency to increase to 80% positive
To improve the health and wellbeing of all students	Yes	Increase the positive endorsement of the AtoSS factors of Managing bullying from 65 per cent (2020) to 75 per cent (2023), Respect for diversity from 59 per cent (2020) to 70 per cent (2023) and Sense of connectedness from 64 per cent (2020) to 70 per cent (2023).	Managing bullying to increase to 60% positiveRespect for diversity to increase to 55% positiveSense of connectedness to increase to 60% positive
		Increase the positive endorsement of the POS Safety module from 83 per cent (2020) to 88 per cent (2023).	POS positive endorsement of safety to increase to 88%

Goal 2	To maximise learning growth for all students	
12-month target 2.1-month target	62% positive endorsement of differentiated learning challenge.	
12-month target 2.2-month target	Benchmark growth to increase by: 24% in writing 25% in numeracy 35% in reading	
12-month target 2.3-month target	Study Score median of 31 and all subjects with positive adjusted estimates.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a	Further develop a holistic approach to curriculum and assessment and evaluate its impact on student learning	Yes

Excellence in teaching and learning		
KIS 2.b Excellence in teaching and learning	Enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model.	Yes
KIS 2.c Professional leadership	Enhance and lead a culture of collaboration, reflection and feedback	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.	In the final year of our Strategic Plan, we aim to collaboratively develop, lead and enact strategic decision-making that fosters academic excellence, improved student learning, wellbeing, and engagement.	

Goal 3	**To strengthen student engagement in learning.**	
12-month target 3.1-month target	Student voice and agency to increase to 50% positive Self-regulation and goal setting to increase to 65% positive	
12-month target 3.2-month target	POS Student voice and agency to increase to 80% positive	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	Establish and sustain learning environments that foster student agency through self-regulation and goal setting.	Yes
KIS 3.b Positive climate for learning	Strengthen opportunities for student voice to be heard in classroom and school-wide decision making.	Yes
KIS 3.c Excellence in teaching and learning	Evaluate and modify the curriculum to ensure there are opportunities for students to direct and take responsibility for their learning	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.	In the final year of our Strategic Plan, we aim to collaboratively develop, lead and enact strategic decision-making that fosters academic excellence, improved student learning, wellbeing, and engagement.	
Goal 4	**To improve the health and wellbeing of all students**	
12-month target 4.1-month target	Managing bullying to increase to 60% positive Respect for diversity to increase to 55% positive Sense of connectedness to increase to 60% positive	
12-month target 4.2-month target	POS positive endorsement of safety to increase to 88%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Establish and implement a School Wide Positive Behaviour framework incorporating a consistent student management approach.	Yes
KIS 4.b Positive climate for learning	Evaluate and strengthen student belonging and engagement programs that are developmentally differentiated	Yes
KIS 4.c Positive climate for learning	Enhance the whole school culture for inclusion	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	In the final year of our Strategic Plan, we aim to collaboratively develop, lead and enact strategic decision-making that fosters academic excellence, improved student learning, wellbeing, and engagement.	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for all students
12-month target 2.1 target	62% positive endorsement of differentiated learning challenge.
12-month target 2.2 target	Benchmark growth to increase by: 24% in writing 25% in numeracy 35% in reading
12-month target 2.3 target	Study Score median of 31 and all subjects with positive adjusted estimates.
KIS 2.a Curriculum planning and assessment	Further develop a holistic approach to curriculum and assessment and evaluate its impact on student learning
Actions	Provide support to staff in backwards-designed units from using Assessment for Learning framework. To build a robust and rigorous culture of learning. Increase student accountability of learning/assessment across the school. Build staff capacity to share practice and expertise. Continue to develop consistency in the use of the KLM.
Outcomes	Students take greater responsibility for their learning growth. Assessment for Learning is embedded in the school and provides opportunity to measure student growth. Staff willingly share practice and build a sense of shared efficacy.
Success Indicators	NAPLAN, PAT-R, PAT-M, VCE, ATSS. Guaranteed and viable curriculum; stored in common area.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop explicit, shared methods of teaching numeracy skills across all learning areas.	☑ All staff ☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Design and develop 'Assessment for Learning' program to be delivered at Year 7 for 2025.	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
To continue implementing the six traits framework across the curriculum to improve student writing outcomes.	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
To begin designing a tool to be used by students for self-reflection of learning growth.	☑ All staff ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
All learning areas to create and adopt learning continuums in their assessment.	☑ All staff ☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Begin implementation of embedded grammar teaching across the curriculum.	☑ All staff ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00

Expand and embed the learning walks and talks program across the school.	☑ All staff ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Development of learning continua for Victorian Curriculum Capabilities.	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00

KIS 2.b Building practice excellence	Enhance the capacity of all teachers to deliver a differentiated curriculum using a highly effective instructional model.
Actions	- For each Learning Area to have co-constructed a learning continuum. - Continue the Assessment for Learning trial - Continue to develop staff capacity to build and utilise developmental rubrics for formative and summative assessments. - Building student's ability to self-assess their learning along a developmental rubric to better understand their learning growth. - Continue to build the capacity of staff to differentiate and adapt their teaching in response to student needs. - Communicate learning growth to students and their families.
Outcomes	The expected changes in teacher knowledge and skills include; a thorough understanding, of the Victorian curriculum, application of this knowledge within their classroom, enhanced ability to differentiate for students working above and below the expected levels within the curriculum, increased frequency students' self and peer assessing against developmental rubrics, increased opportunities for student feedback both in the classroom and on compass platforms.
Success Indicators	Visibility of the learning continuum in Microsoft Teams Use of developmental rubrics (based on a taxonomy) in classrooms Evidence from classroom observations Formative assessments reported to families Consistent assessment across LAs as evidenced in moderation

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All learning areas to create and adopt learning continuums in their assessment	☑ KLA leader ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Design and develop 'Assessment for Learning' program to be delivered at Year 7 for 2025.	☑ KLA leader ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
To begin designing a tool and a process to be used by students for self-reflection of learning growth	☑ Leadership team ☑ Leading teacher(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00

KIS 2.c Building leadership teams	Enhance and lead a culture of collaboration, reflection and feedback
Actions	Provide greater opportunity for staff to develop their leadership Review communication processes across the school
Outcomes	Staff feel a greater sense of empowerment and clarity about their career pathways Staff will have a greater understanding of where and how to access information including policies, processes and daily updates
Success Indicators	Participation in a leadership development program Efficient and effective communication across the school

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Design and implement a leadership development program.	☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Review teacher induction program and information related to communication and processes	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 3	$1,000.00
Review how Microsoft Teams is used for document stoarge	☑ Information Technology leader/team ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00
Review how Microsoft Teams is used for communication	☑ Information Technology leader/team ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00
Clarify and communicate the decision making structure of the school	☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$500.00

Goal 3	To strengthen student engagement in learning.
12-month target 3.1 target	Student voice and agency to increase to 50% positive Self-regulation and goal setting to increase to 65% positive
12-month target 3.2 target	POS Student voice and agency to increase to 80% positive
KIS 3.a	Establish and sustain learning environments that foster student agency through self-regulation and goal setting.

Intellectual engagement and self-awareness	
Actions	Create and disseminate templates for staff to support student goal setting and reflection. Build student capacity to assess their learning progress against a learning continuum. Support students to regulate their own behaviours to create a positive learning environment.
Outcomes	Students will monitor and evaluate their own learning against a goal, and show greater ownership of their learning. Teachers will effectively support students to reflect upon their learning against the goal and outline next steps. Students and teachers will work within a more positive and engaged learning environment. Students and staff understanding and engaging with the purpose of a learning continuum to facilitate success.
Success Indicators	Student surveys. Staff surveys. ATOSS. SOS. Use of goal setting templates and reflections upon their effectiveness. Major and minor behaviours as indicated by chronicle data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To begin designing a process and a tool to be used by student to set learning goals	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
To begin designing a tool and a process to be used by students for self-reflection of learning growth	☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00
Further enhancement and embedding of SWPBS in school culture	☑ Leadership team	☑ PLP Priority	from: Term 1	$10,000.00

	☑ SWPBS leader/team ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix	☑ Leadership team ☑ SWPBS leader/team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

KIS 3.b Empowering students and building school pride	Strengthen opportunities for student voice to be heard in classroom and school-wide decision making.
Actions	Expansion of house leader roles in middle years. Increase student connectedness through student-led clubs and other co-curricular activities. Implementation of SWPBS and KLM with emphasis on student input and agency. Student forums Reconciliation Action Plan (RAP)
Outcomes	Students will be involved in decision making about their learning and their school.
Success Indicators	AToSS, Attendance, Student Surveys, Learning Walks and Talks, reported student learning growth

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
To review and formalise the staff involvement in student clubs.	☑ Student leadership coordinator ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Middle school student leaders will have an expanded remit focusing on school connectedness.	☑ Leading teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 1	$2,000.00

	☑ Sub school leader/s		to: Term 4	
	☑ Year level co-ordinator(s)			
Student forum to focus on the role of assessment in learning at Kew High School and provide input in designing learning continuum (and student assessment)	☑ Assistant principal ☑ Leading teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Student forum to focus on the role of SWPBS and its delivery in the classroom, and its dissemination to whole school community.	☑ Assistant principal ☑ Student(s) ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00
To review progress on the Reconcilliation Action Plan and implement the next steps.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00

KIS 3.c Curriculum planning and assessment	Evaluate and modify the curriculum to ensure there are opportunities for students to direct and take responsibility for their learning
Actions	Build a culture of Assessment for Learning that enables students to utilise self, peer, and teacher feedback. Further embed the KLM across all LAs. Further embed ILP's for students well below the expected level. Further develop a process for ILP's for high achieving students. Review the role and understanding of homework across the school. Review where and how the key capabilities in the Victorian Curriculum are explicitly taught and assessed.
Outcomes	Students are further empowered to understand and reflect on their learning growth and identify areas for further support or extension. Students self regulate their learning and show accountability by taking responsibility for their learning. Students have agency through goal setting and self reflection. Teachers implement the KLM in their lessons.

Success Indicators	ATOS shows student perception that they're getting more meaningful feedback on their learning Student focus groups report increased self-regulation in classes. Data obtained through learning walks and talks show students playing an active role in their learning.				
Activities		**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
To use data to refine the use of the KLM across the school.		☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00
Embed the use of effective ILPs to support differentiation across the school.		☑ All staff ☑ Assistant principal ☑ Education support ☑ Leadership team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Goal 4	To improve the health and wellbeing of all students
12-month target 4.1 target	Managing bullying to increase to 60% positive Respect for diversity to increase to 55% positive Sense of connectedness to increase to 60% positive
12-month target 4.2 target	POS positive endorsement of safety to increase to 88%
KIS 4.a Setting expectations and promoting inclusion	Establish and implement a School Wide Positive Behaviour framework incorporating a consistent student management approach.
Actions	Further enhancement and embedding of SWPBS in school culture Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix.

	Further imbed classroom routines across the school
Outcomes	Teachers are referring to and using the SWPBS handbook to manage student behaviour Consistent culture of high expectations in all classes Improved student behaviour as reported by staff and students Staff feel confident in managing student behaviour
Success Indicators	AtoSS Major and minor behaviours as determined by chronicle data Parent opinion survey Staff survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Further enhancement and embedding of SWPBS in school culture	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix.	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00

KIS 4.b Health and wellbeing	Evaluate and strengthen student belonging and engagement programs that are developmentally differentiated
Actions	Implement revised Connect structure Review Connect curriculum from Years 7-10 Increase student awareness and participation in student clubs and co-curricular activities Celebrate student success across the school on all platforms, internal and external

Outcomes	Students will feel a greater sense of connectedness to school. A broader range of clubs and co-curricular activities within the school that cater for the needs, interests and abilities of our students. Improved attendance
Success Indicators	AtoSS data Student participation rates in Co-Curricular programs and clubs. Attendance Parent opinion survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement revised Connect structure	☑ Leadership team ☑ SWPBS leader/team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 3	$40,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Review Connect curriculum from Years 7-10	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Increase student awareness and participation in student clubs and co-curricular activities	☑ Leadership team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Other funding will be used

Celebrate student success across the school on all platforms, internal and external	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$500.00

KIS 4.c Setting expectations and promoting inclusion	Enhance the whole school culture for inclusion			
Actions	Continue to support staff to create positive learning environments Review of respectful relationships framework in the school			
Outcomes	Students and teachers feel safe and respected in an inclusive environment Students and teachers can articulate positive behaviours that will build a cohesive school culture.			
Success Indicators	AtoSS data Student participation rates in Co-Curricular programs and clubs. Attendance Parent opinion survey			

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Audit respectful relationships framework and its place in the school	☑ Leadership team ☑ Respectful relationships implementation team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Incorporation of the respectful relationships into the revised connect curriculum.	☑ Leadership team	☐ PLP Priority	from: Term 1	$2,000.00

	☑ Respectful relationships implementation team ☑ Wellbeing team		to: Term 4	☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Provide professional development to staff on embedding the SWPBS framework into school culture	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Promotion of the SWPBS framework as an integral part of school culture on all platforms - internal and external.	☑ Leadership team ☑ SWPBS leader/team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$64,871.90	$30,000.00	$34,871.90
Disability Inclusion Tier 2 Funding	$79,112.10	$75,000.00	$4,112.10
Schools Mental Health Fund and Menu	$101,607.62	$52,500.00	$49,107.62
Total	**$245,591.62**	**$157,500.00**	**$88,091.62**

Activities and milestones – Total Budget

Activities and milestones	Budget
Further enhancement and embedding of SWPBS in school culture	$10,000.00
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix	$10,000.00
Embed the use of effective ILPs to support differentiation across the school.	$70,000.00
Implement revised Connect structure	$40,000.00
Review Connect curriculum from Years 7-10	$10,000.00
Audit respectful relationships framework and its place in the school	$500.00
Incorporation of the respectful relationships into the revised connect curriculum.	$2,000.00
Totals	**$142,500.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Further enhancement and embedding of SWPBS in school culture	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		$30,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Embed the use of effective ILPs to support differentiation across the school.	from: Term 1 to: Term 4	$75,000.00	☑ Professional learning for school-based staff • ☑ Education workforces and/or assigning existing school staff to inclusive education duties • Inclusion leader • Leading teacher

Totals		$75,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Implement revised Connect structure	from: Term 1 to: Term 3	$40,000.00	
Review Connect curriculum from Years 7-10	from: Term 1 to: Term 3	$10,000.00	
Audit respectful relationships framework and its place in the school	from: Term 1 to: Term 4	$500.00	
Incorporation of the respectful relationships into the revised connect curriculum.	from: Term 1 to: Term 4	$2,000.00	
Totals		$52,500.00	

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
Further enhancement and embedding of SWPBS in school culture	☑ Leadership team ☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ External consultants TBC ☑ Departmental resources SWPBS ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix	☑ Leadership team ☑ SWPBS leader/team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ Learning specialist	☑ On-site
Student forum to focus on the role of SWPBS and its delivery in the classroom, and its dissemination to whole school community.	☑ Assistant principal ☑ Student(s) ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources SWPBS	☑ On-site

Embed the use of effective ILPs to support differentiation across the school.	☑ All staff ☑ Assistant principal ☑ Education support ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Internal staff ☑ Learning specialist ☑ External consultants Other schools ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Further enhancement and embedding of SWPBS in school culture	☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback ☑ Demonstration lessons	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ External consultants TBC ☑ Departmental resources SWPBS ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
Development of sequences of explicit teaching of desired behaviour from the SWPBS matrix.	☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Departmental resources SWPBS	☑ On-site
Provide professional development to staff on	☑ Leadership team	from: Term 1	☑ Preparation ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

embedding the SWPBS framework into school culture	☑ SWPBS leader/team	to: Term 4			☑ Timetabled planning day	☑ Departmental resources SWPBS ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	
Promotion of the SWPBS framework as an integral part of school culture on all platforms - internal and external.	☑ Leadership team ☑ SWPBS leader/team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation		☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site