

2024 Annual Implementation Plan

for improving student outcomes

Point Cook Senior Secondary College (8847)



Submitted for review by Shaun Sleep (School Principal) on 20 December, 2023 at 09:52 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 10 January, 2024 at 09:02 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Teaching and Learning		
Assessment		

Leadership		

Engagement		

Support		

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

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	
To improve learning outcomes for every student.	Yes	<p>VCE:</p> <ul style="list-style-type: none"> • The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 8 per cent (2026). • The percentage of VCE all study median score to increase from 27 per cent (2021) to 29 per cent (2026). • The VCE/VCAL completion rate to increase from 96 per cent (2021) to be at or above 98 per cent (2026) 	<p>VCE: The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 7.4% The percentage of VCE all study median score to increase from 27 per cent (2021) to 28% The VCE/VCAL completion rate to increase from 96% (2021) to be at or above 97%</p>
		<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:</p> <ul style="list-style-type: none"> • Reading and Viewing from 4 per cent (2021) to 15 per cent • Writing from 3 per cent (2021) to 15 per cent • Speaking and Listening from 3 per cent (2021) to 15 per cent. <p>Mathematics:</p> <ul style="list-style-type: none"> • Measurement and Geometry from 3 per cent (2021) to 15 per cent 	<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas: English: Reading and Viewing from 4 per cent (2021) to 8 per cent Writing from 3 per cent (2021) to 7 per cent Speaking and Listening from 3 per cent (2021) to 7 per cent. Mathematics: Measurement and Geometry from 3 per cent (2021) to 7 per cent</p>

		<ul style="list-style-type: none"> • Number and Algebra from 4 per cent (2021) to 15 per cent • Statistics and Probability from 3 per cent (2021) to 15 per cent. 	centNumber and Algebra from 4 per cent (2021) to 8 per cent Statistics and Probability from 3 per cent (2021) to 7 per cent.
To empower students to co–design their learning experience.	No	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Self–regulation and Goal Setting from 59 per cent (2021) to 71 per cent • Student Voice and Agency from 47 per cent (2021) to 54 per cent • Stimulated Learning from 55 per cent (2021) to 60 per cent. 	
		<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> • Stimulated Learning from 61 per cent (2021) to 70 per cent • Student Motivation and Support from 57 per cent (2021) to 65 per cent • Student Agency and Voice from 67 per cent (2021) to 75 per cent. 	
		<p>Attendance:</p> <ul style="list-style-type: none"> • To increase the percentage of students with less than 20+ absence days from 70 per cent (2019) to 79 per cent (2026) • To reduce the number of average days absent per student from 21.6 to 19. 	
To strengthen student confidence and resilience.	Yes	<p>By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):</p> <ul style="list-style-type: none"> • Teacher Concern from 43 per cent (2019) to 65 per cent • Emotional Awareness and Regulation from 66 per cent (2019) to 70 per cent • Sense of Confidence from 59 per cent (2019) to 70 per cent. 	By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS):Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 68 per cent (2019) to 70 per centSense of Confidence from 59 per cent (2019) to 64 per cent.
		<p>By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS):</p>	By 2026, to increase the positive endorsement in the following factors of the School Staff

		<ul style="list-style-type: none"> Trust in students and parents from 42 per cent (2021) to 65 per cent. 	Survey (SSS):Trust in students and parents from 42 per cent (2021) to 48 per cent.
		<p>By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):</p> <ul style="list-style-type: none"> Confidence and resiliency skills from 69 per cent (2021) to 75 per cent Positive transitions from 66 per cent (2021) to 80 per cent. 	By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS):Confidence and resiliency skills from 69 per cent (2021) to 75 per cent.

Goal 2	To improve learning outcomes for every student.
12-month target 2.1-month target	<p>VCE:</p> <p>The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 7.4%</p> <p>The percentage of VCE all study median score to increase from 27 per cent (2021) to 28</p> <p>The VCE/VCAL completion rate to increase from 96% (2021) to be at or above 97%</p>
12-month target 2.2-month target	<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:</p> <p>Reading and Viewing from 4 per cent (2021) to 8 per cent Writing from 3 per cent (2021) to 7 per cent Speaking and Listening from 3 per cent (2021) to 7 per cent.</p> <p>Mathematics:</p> <p>Measurement and Geometry from 3 per cent (2021) to 7 per cent Number and Algebra from 4 per cent (2021) to 8 per cent Statistics and Probability from 3 per cent (2021) to 7 per cent.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Deepen the capacity of all teaching staff to use assessment and evidence-based practices to make consistent teacher judgements.	No
KIS 2.b Assessment	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.	Yes
KIS 2.c Assessment	Develop a consistent approach to effective learning-focused feedback which also embeds opportunity for peer and self-assessment in learning across the school.	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.	Our self-evaluation against the FISO continua of practice shows significant work is required in the area of Assessment. We acknowledged that our work in the area of Teaching and Learning is strong; but must be strengthened by adopting a consistent approach to the analysis of data and consequently, improved sharing of effective teaching and learning strategies both within and across KLAs. This is consistent with staff opinion of the efficacy of PLTs and their confidence in data analysis. This suggests a need to develop a simple and consistent whole-school data analysis model.	
Goal 4	To strengthen student confidence and resilience.	
12-month target 4.1-month target	By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS): Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 68 per cent (2019) to 70 per cent Sense of Confidence from 59 per cent (2019) to 64 per cent.	
12-month target 4.2-month target	By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS): Trust in students and parents from 42 per cent (2021) to 48 per cent.	

12-month target 4.3-month target	By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS): Confidence and resiliency skills from 69 per cent (2021) to 75 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Support and resources	Improve, document and promote whole school wellbeing processes.	Yes
KIS 4.b Engagement	Strengthen student personal and emotional capabilities.	Yes
KIS 4.c Leadership	Review and prioritise proactive whole school wellbeing initiatives.	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.	Our self-evaluation against the FISO continua notes that we have significant work to do in the area of Engagement and Support and Resources. The finding was consistent with our AtoSS data which showed a decline in all target areas for this goal. Feedback from staff and students reveal a significant increase in wellbeing referrals, disengagement and resilience which points to the need for a whole school framework for emotional regulation. Selection of this KIS build on our previous focus which acknowledges the interrelationship between engagement and support and resources and the importance of students' wellbeing on their learning outcomes.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve learning outcomes for every student.
12-month target 2.1 target	<p>VCE:</p> <p>The percentage of 37+ study scores to increase from 6.6 per cent (2021) to 7.4%</p> <p>The percentage of VCE all study median score to increase from 27 per cent (2021) to 28</p> <p>The VCE/VCAL completion rate to increase from 96% (2021) to be at or above 97%</p>
12-month target 2.2 target	<p>By 2026, increase the percentage of Year 10 students working above level against the Victorian Curriculum as assessed by teacher judgements in the following subject areas:</p> <p>English:</p> <p>Reading and Viewing from 4 per cent (2021) to 8 per cent Writing from 3 per cent (2021) to 7 per cent Speaking and Listening from 3 per cent (2021) to 7 per cent.</p> <p>Mathematics:</p> <p>Measurement and Geometry from 3 per cent (2021) to 7 per cent Number and Algebra from 4 per cent (2021) to 8 per cent Statistics and Probability from 3 per cent (2021) to 7 per cent.</p>
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Strengthen teacher capacity to analyse and use learning and wellbeing data to inform differentiated learning.

Actions	<p>1. Subject teachers will document student results in a unified location and use that in KLAs to improve teaching and learning practices and student outcomes</p> <p>2. Staff will develop and follow agreed processes for developing an inclusive learning environment where students are ready to learn.</p>			
Outcomes	<p>1. Teachers will populate student outcome data in a unified excel sheet KLA leaders will lead subject teachers to analyse and compare student outcome data, identify gaps in learning and improve teaching and learning practices through collaboration Cross KLA collaboration will occur by sharing best practice strategies based on student outcome data The leadership team will lead the whole staff in effective data analysis processes and conversations The leadership team will monitor student outcome data and use it to lead KLA leaders to upskill subject teachers Teachers and leaders at all levels of the school will use student outcome data to better understand the strengths/ areas of improvement of individual learners and will differentiate accordingly</p> <p>2. Staff will have an agree understanding of how to create an inclusive classroom for optimal learning Common practices for developing relationships and engage students will be visible in learning walks Students will feel they belong, are safe and ready to learn</p>			
Success Indicators	<p>1. Student Assessment Data spreadsheet will be populated by all staff Minutes of KLA meetings will show dedicated time to analyse data sets and share best practice teaching Victorian curriculum teacher judgement will show increased growth in numeracy and literacy AtoSS will show an increase in the 'differentiated learning' domain The leadership team will monitor a subset of students to analyse the impact of this Action</p> <p>2. Learning walk data will reveal positive changes in the classroom environment Referrals to the Wellbeing Hub will reduce as staff become more equipped to deal with students who feel unready to learn Student attendance will remain about 90% average SOS will show positive improvement in the domain of collective efficacy Students focus groups will be able to identify the similarities of classroom setup between subjects</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Present a vision for whole-school data analysis process; what is collected, how, why and projected outcomes. Present the data analysis spreadsheet supported by professional learning on data analysis protocols.	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop whole-school data analysis spreadsheet.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
2024 Professional Learning Programme will be focused on Differentiation through a lens of data analysis, feedback and assessment supported by the High Impact Wellbeing Strategies.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Through data analysis protocols, the identification of targeted cohorts is used to support differentiated instruction in the classroom.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff have a strong commitment to using inclusive practices in their classroom with efficacy.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Goal 4	To strengthen student confidence and resilience.			

12-month target 4.1 target	By 2026, to increase the positive endorsement in the following factors of the Attitudes to School Survey (AtoSS): Teacher Concern from 43 per cent (2019) to 50 per cent Emotional Awareness and Regulation from 68 per cent (2019) to 70 per cent Sense of Confidence from 59 per cent (2019) to 64 per cent.
12-month target 4.2 target	By 2026, to increase the positive endorsement in the following factors of the School Staff Survey (SSS): Trust in students and parents from 42 per cent (2021) to 48 per cent.
12-month target 4.3 target	By 2026, to increase the positive endorsement in the following factors of the Parent Opinion Survey (POS): Confidence and resiliency skills from 69 per cent (2021) to 75 per cent.
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Improve, document and promote whole school wellbeing processes.
Actions	The school will use the School's Mental Health menu to develop and review a guaranteed and viable curriculum for mental health and wellbeing across all year levels.
Outcomes	Students will be educated and make better choices regarding bullying, body image, drugs and alcohol, cyber safety, stress and mental health Students will be equipped to support a peer who discloses mental health concerns or self-harm Minority groups will be specifically supported through targeted external programs
Success Indicators	Expenditure of the School's Mental Health Menu will be readily available to the school community AtoSS will show positive improvement in the domain 'resilience' and 'emotional regulation' Compass posts will show a reduction in the number of wellbeing referrals Student focus groups will review programs and provide feedback to inform 2025 School's Mental Health expenditure

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
A guaranteed and viable whole school wellbeing curriculum is developed and shared with staff through the professional learning program	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00
All wellbeing initiatives are linked (and documented) to targeted cohorts of students and regularly evaluated for effectiveness through use of outcome data.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Student feedback on wellbeing programs will be gathered and collated through a range of sources including Pivot surveys, student forums and AtoSS	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00
KIS 4.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen student personal and emotional capabilities.			
Actions	Implementation of emotional regulation framework			
Outcomes	Students will report greater learning confidence and engagement as a result of their increased emotional capabilities. Staff will utilise strategies within the emotional regulation framework to assist students to stay focused or return to a 'ready to learn' state. Parents will reinforce strategies in the home to assist students to self-regulate.			
Success Indicators	Whole staff professional development will show a commitment to upskilling staff to guide students through the emotional regulation framework. Compass data will reveal a decrease in red compass posts.			

	<p>Wellbeing referral data will show a reduction in referrals made. Students will be observed using strategies to self-regulate so that they are ready to learn. Lesson plans will show greater consideration of students' emotional state and the importance of incorporating strategies to help students self-regulate and move into the 'ready to learn' stage. AtoSS will show an improvement in the emotional regulation domain.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional development on emotional regulation and the research behind the link between emotional regulation and student learning outcomes.	<input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Staff will embed emotional regulation activities to engage students in learning.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Staff will use a common language around emotional regulation.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The broader school community will be informed of the school's emotional regulation framework and its purpose.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Emotional regulation strategies will be shared with families and they will be encouraged to use them with their child at home.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Staff will guide students to use emotional regulation strategies before they are directed to the wellbeing hub.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Students will be taught strategies to emotionally regulate.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,548.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Emotional regulation strategies will be included in IEPs.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Students will be taught how to use wellbeing spaces (sensory garden, wellbeing hub and safe spaces) to self regulate.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$384,518.44	\$85,000.00	\$299,518.44
Disability Inclusion Tier 2 Funding	\$257,925.72	\$30,000.00	\$227,925.72
Schools Mental Health Fund and Menu	\$80,106.07	\$26,548.00	\$53,558.07
Total	\$722,550.23	\$141,548.00	\$581,002.23

Activities and milestones – Total Budget

Activities and milestones	Budget
Present a vision for whole-school data analysis process; what is collected, how, why and projected outcomes. Present the data analysis spreadsheet supported by professional learning on data analysis protocols.	\$5,000.00
Develop whole-school data analysis spreadsheet.	\$5,000.00
2024 Professional Learning Programme will be focused on Differentiation through a lens of data analysis, feedback and assessment supported by the High Impact Wellbeing Strategies.	\$10,000.00
Through data analysis protocols, the identification of targeted cohorts is used to support differentiated instruction in the classroom.	\$5,000.00
All staff have a strong commitment to using inclusive practices in their classroom with efficacy.	\$25,000.00

Staff professional development on emotional regulation and the research behind the link between emotional regulation and student learning outcomes.	\$5,000.00
Staff will use a common language around emotional regulation.	\$5,000.00
The broader school community will be informed of the school's emotional regulation framework and its purpose.	\$5,000.00
Students will be taught strategies to emotionally regulate.	\$21,548.00
Emotional regulation strategies will be included in IEPs.	\$50,000.00
Totals	\$136,548.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Present a vision for whole-school data analysis process; what is collected, how, why and projected outcomes. Present the data analysis spreadsheet supported by professional learning on data analysis protocols.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop whole-school data analysis spreadsheet.	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
2024 Professional Learning Programme will be focused on Differentiation through a lens of data analysis, feedback and	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT

assessment supported by the High Impact Wellbeing Strategies.			
Through data analysis protocols, the identification of targeted cohorts is used to support differentiated instruction in the classroom.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Staff will use a common language around emotional regulation.	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
The broader school community will be informed of the school's emotional regulation framework and its purpose.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Other Cost of communication materials, website upgrades etc.
Emotional regulation strategies will be included in IEPs.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Totals		\$85,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
All staff have a strong commitment to using inclusive practices in their classroom with efficacy.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Middle school leaders

			<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> Sensory resources <input checked="" type="checkbox"/> CRT <ul style="list-style-type: none"> CRT (to attend staff PL) CRT (to attend Profile meetings)
Students will be taught strategies to emotionally regulate.	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"> Whole school Education support
Totals		\$30,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Staff professional development on emotional regulation and the research behind the link between emotional regulation and student learning outcomes.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Students will be taught strategies to emotionally regulate.	from: Term 1 to: Term 4	\$21,548.00	<input checked="" type="checkbox"/> batyr@school <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Program delivered in school by external service provider

Totals		\$26,548.00	
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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
Present a vision for whole-school data analysis process; what is collected, how, why and projected outcomes. Present the data analysis spreadsheet supported by professional learning on data analysis protocols.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Student feedback on wellbeing programs will be gathered and collated through a range of sources including Pivot surveys, student forums and AtoSS	<input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff professional development on emotional regulation and the research behind the link between emotional regulation and student learning outcomes.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Zones of regulation professional development	<input checked="" type="checkbox"/> On-site