2022 Annual Implementation Plan

for improving student outcomes

Canterbury Girls Secondary College (7690)

Submitted for review by Mary Cannon (School Principal) on 06 February, 2022 at 05:41 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 07 February, 2022 at 07:49 AM
Endorsed by Tim Clarke (School Council President) on 16 March, 2022 at 05:47 PM

Self-evaluation Summary - 2022

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

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

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	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	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 | The recurring lockdowns during 2021 and 2022 have certainly had an impact on student outcomes and student wellbeing. During 2021, teaching staff drew on their experiences in 2020 to design and re-design learning activities that recognised the culminative effect of remote learning, the different learning experiences required for remote learning and the need for further targeted wellbeing responses.

The focus of 2022 will be on working with students to develop their understanding of their own learning, the actions they can do to take responsibility for their own learning and how they can set goals, monitor them and evaluate what they need to |
|---|---|

	achieve them drawing on teacher support. With the appointment of amental health practitioner, the wellbeing team will continue to identify student wellbeing needs and respond accordingly. We have not rated ourselves as excelling in all areas as the criteria states the need to be a system leader and we cannot provide evidence to show system leadership in these areas.
Considerations for 2022	• A focus on metacognition in the classroom to increase student learning confidence • A re-engagement into co-curricular programs to increase school connectedness to pers and school • A continued focus on student wellbeing and responding to student needs
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal
** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student outcomes and learning growth in literacy
Target 2.1	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: • Reading from 24% (2018) to 32% • Writing from 23% (2018) to 32%.
Target 2.2	By 2023 increase the percentage in the top two NAPLAN bands at Year 9: • Reading from 40% (2018) to 43% • Writing from 19% (2018) to 30%.

Target 2.3	By 2023 improve the VCE All studies mean score from 31.68 (2018) to 32.5
Target 2.4	By 2023 improve the percentage of English study group scores of 37 or more from 21% in 2018 to 25%
Key Improvement Strategy 2.a Building practice excellence	Develop, implement and embed a research-based shared approach to teaching literacy across the curriculum
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop capability of PLTs to collaboratively design, use and moderate formative and summative assessment for differentiated learning
Key Improvement Strategy 2.c Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching
Goal 3	To improve student outcomes and learning growth in numeracy and Mathematics
Target 3.1	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy from 21% (2018) to 30%
Target 3.2	By 2023 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy from 43% (2018) to 45%
Target 3.3	By 2023 all Mathematics adjusted study scores to improve and be above the GAT predicted score
Key Improvement Strategy 3.a	Implement and continuously evaluate data-informed sequential skills and concepts-based Mathematical planning

Evaluating impact on learning	
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop capability for professional learning teams (PLTs) to collaboratively design, use and moderate formative and summative assessment for differentiated learning.
Key Improvement Strategy 3.c Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in Mathematics teaching
Key Improvement Strategy 3.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 4	To build students as empowered learners, engaged and active in their learning

Target 4.1	By 2023 improve the percentage of positive responses to the Attitudes to School Survey:
	
	Stimulated Learning
	
	    • Year 7-9 from 61% (2018) to 75% (2023)
	    • Year 10-12 from 55% (2018) to 70% (2023)
	
	Student voice and agency
	
	    • Year 7-9 from 55% (2018) to 70% (2023)
	    • Year 10-12 from 53% (2018) to 70% (2023)
	
	Differentiated learning challenge
	
	    • Year 7-9 from 54% (2018) to 70% (2023)
	    • Year 10-12 from 52% (2018) to 70% (2023)

Target 4.2	By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration from 56% (2018) to 70%
Target 4.3	By 2023 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: • Plan differentiated learning activities 60.5% (2018) to 70% • Monitor effectiveness using data 59% (2018) to 70% • Understand how to analyse data 50% (2018) to 70%
Key Improvement Strategy 4.a Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Design challenging learning that involves deep understanding, discipline-rich inquiry, problem solving and collaboration
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Embed the agreed teaching and learning model and high impact teaching strategies to activate student agency

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Reading to 36% By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Writing to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Reading to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Writing to 31%. By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 31%. By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 46%

To improve student outcomes and learning growth in literacy	No	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: • Reading from 24% (2018) to 32% • Writing from 23% (2018) to 32%.	
		By 2023 increase the percentage in the top two NAPLAN bands at Year 9: • Reading from 40% (2018) to 43% • Writing from 19% (2018) to 30%.	
		By 2023 improve the VCE All studies mean score from 31.68 (2018) to 32.5	
		By 2023 improve the percentage of English study group scores of 37 or more from 21% in 2018 to 25%	
To improve student outcomes and learning growth in numeracy and Mathematics	No	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy from 21% (2018) to 30%	
		By 2023 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy from 43% (2018) to 45%	

		By 2023 all Mathematics adjusted study scores to improve and be above the GAT predicted score	
To build students as empowered learners, engaged and active in their learning	Yes	By 2023 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning • Year 7-9 from 61% (2018) to 75% (2023) • Year 10-12 from 55% (2018) to 70% (2023) Student voice and agency • Year 7-9 from 55% (2018) to 70% (2023) • Year 10-12 from 53% (2018) to 70% (2023) Differentiated learning challenge • Year 7-9 from 54% (2018) to 70% (2023) • Year 10-12 from 52% (2018) to 70% (2023)	By the end of 2022 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning •Year 7-9 to 68% •Year 10-12 to 56% Student voice and agency •Year 7-9 to 58% •Year 10-12 from 54% Differentiated learning challenge •Year 7-9 to 63% •Year 10-12 to 53%
		By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration from 56% (2018) to 70%	By the end of 2022 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 80%

		By 2023 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: • Plan differentiated learning activities 60.5% (2018) to 70% • Monitor effectiveness using data 59% (2018) to 70% • Understand how to analyse data 50% (2018) to 70%	By the end of 2022 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: •Plan differentiated learning activities to 87% •Monitor effectiveness using data to 87% •Understand how to analyse data to 65%

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Reading to 36% By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Writing to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Reading to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Writing to 31%. By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 31%. By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 46%

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Goal 2	To build students as empowered learners, engaged and active in their learning
12 Month Target 2.1	By the end of 2022 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning •Year 7-9 to 68% •Year 10-12 to 56% Student voice and agency •Year 7-9 to 58% •Year 10-12 from 54% Differentiated learning challenge •Year 7-9 to 63% •Year 10-12 to 53%
12 Month Target 2.2	By the end of 2022 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 80%
12 Month Target 2.3	By the end of 2022 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors:

	•Plan differentiated learning activities to 87% •Monitor effectiveness using data to 87% •Understand how to analyse data to 65%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning	Yes
KIS 2 Intellectual engagement and self-awareness	Design challenging learning that involves deep understanding, discipline-rich inquiry, problem solving and collaboration	No
KIS 3 Intellectual engagement and self-awareness	Embed the agreed teaching and learning model and high impact teaching strategies to activate student agency	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.	During remote teaching and learning, the work on student agency stopped. However, student and teacher input had been gathered prior to remote learning. In 2022, the focus will be on translating this into curriculum programs and planning, involving students and teachers. A focus on student agency and the development of metacognitive understandings by teachers and metacognitive skills by students is important so that students take control of their own learning. Coming out of lockdowns and remote learning, this is a skill that has been identified by teachers as needing further development.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Reading to 36% By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: Writing to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Reading to 44% By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9: Writing to 31%. By the end of 2022 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 31%. By the end of 2022 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 46%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	In 2022, Canterbury Girls' Secondary College has chosen the following Actions for the 2022 Priorities Goal KIS 1.a: • Continue to implement the 2022 Canterbury Girls' Secondary College funded support programs - Tutor in Learning Program, the Middle Years Literacy and Numeracy Program, the Victorian High Achievers' Program • Introduce an after school homework program focussed on Maths and English • Continue to implement the funded integration program • Continue to implement and review the whole school literacy program including the re-worked reading program • Continue the classroom observation program undertaken by the Learning Specialists • Expand the classroom observation program to include PLT Leaders

Outcomes	Students will: • Engage in learning that caters to their individual learning needs to ensure growth • Reflect on and review their own outcomes and goals • Be able to identify their next point of learning based on success criteria • Implement NAPLAN Practice in class and identify misconceptions and use this to develop relevant skills and present NAPLAN style questions • Demonstrate an increased understanding of literacy skills and numeracy skills Teachers will: • Embed formative assessment strategies into their teaching to guide student improvement • Moderate Years 7 to 10 student work to guide further differentiation and improvement • Use student data (NAPLAN, On Demand) to identify point of need learning in order to guide next steps in learning • Design curriculum that can be accessed at different levels by all students so they are stretched in their learning • Use formative assessment, identify students point of learning need and use the analysis in collaborative planning for teaching practice • Build data literacy and numeracy skills and use this to identify student learning needs and adapt teaching practice for improved learning Leaders will: • Provide time for staff to moderate learning tasks and formative assessments so they can provide feedback to students • Target specific data that teachers should use on a regular basis to ensure improvement for students • Provide structured professional learning regarding developing and using formative assesses for differentiated learning • Provide PL in formative assessment and opportunities for analysis of formative assessment strategies to identify students' individual learning needs and using this to inform teaching practice through collaborative planning, moderation, shared teaching practices. • Prioritise time for literacy and numeracy professional learning • Provide staff with feedback on observations undertaken by Learning Specialists • Facilitate NAPLAN Practice for identification of misconceptions, skills d
Success Indicators	• NAPLAN outcome data • On Demand testing data • Teacher judgements diagnostic, summative, formative • Pivot data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Successful implementation of DET funded learning support programs as well as the CGSC learning support programs	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Classroom observation program	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy and numeracy skill development	☑ Leadership Team	☑ PLP Priority	from: Term 1	$27,852.00

				to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	In 2022, Canterbury Girls' Secondary College has chosen the following Actions for the 2022 Priorities Goal KIS 1.b: • Implementation of the Mental Health Practitioner program • Continue to implement the CGSC HOSSW process and procedures for students in need • Forums for parents on supporting students • Presentations and workshops for students on study skills, planning for learning and resilience • Implementation of the Respectful Relationships program
Outcomes	Students will: • Students will be able to explain what positive mental health means and where they can seek support at school • Students will report improved mental health • At-risk students will continue to receive individualised support • Families of at-risk students will continue to receive regular communication and support from the school • Participate in the co-curricular programs Teachers will: • Effectively implement IEPs • Use the school processes to communicate concerns regarding students • Plan for and implement social and emotional learning within their curriculum areas • Be able to recognise, respond to and refer students' mental health needs

	Leaders will: • Provide time to Sub school staff to support students • Implement the Mental Health Practitioner Program • Support the continuous development, documentation and revision of a multi-tiered response model to mental health • Wellbeing team will directly support students' mental health and/or provide referral
Success Indicators	• Student attitudes to school data • Notes from HOSSW meetings and referrals

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement the Mental Health Program using the DET funds provided for this program	☑ Allied Health ☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Forums for parents	☑ Allied Health ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Presentations and workshops for students on study skills, planning for learning and resilience	☑ Allied Health ☑ Leadership Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To build students as empowered learners, engaged and active in their learning
12 Month Target 2.1	By the end of 2022 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning •Year 7-9 to 68% •Year 10-12 to 56% Student voice and agency •Year 7-9 to 58% •Year 10-12 from 54% Differentiated learning challenge •Year 7-9 to 63%

	•Year 10-12 to 53%
12 Month Target 2.2	By the end of 2022 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 80%
12 Month Target 2.3	By the end of 2022 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: •Plan differentiated learning activities to 87% •Monitor effectiveness using data to 87% •Understand how to analyse data to 65%
KIS 1 Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning
Actions	In 2022, Canterbury Girls' Secondary College has chosen the following Actions for the 2022 Priorities Goal KIS 2.a: • Appointment of a Learning Specialist: Metacognition to lead the implementation of the program including a common language • Cycle of inquiry to form the basis of a whole school model • Professional learning for all staff on metacognitive practices to be implemented in the classroom
Outcomes	Students will: • Be able to articulate what student voice and agency means in their learning • Respond positively to opportunities for regulating their own learning Teachers will: • Implement the aspects of student voice and agency into the instructional model • Use a common language in PLT meetings and in the classroom regarding student voice and agency • Participate in professional learning to enhance their knowledge of metacognitive skills Leaders will: • Provide time in PLTs to oversee the implementation of student voice and agency strategies into the instructional model • Provide professional learning to enhance teacher knowledge

Success Indicators	Student attitudes to school data Pivot data Documentation of frameworks, policies and/or programs				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Appointment of a Learning Specialist: Metacognition to lead the implementation of the program including a common language	☑ Leadership Team ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional learning for all staff on metacognitive practices to be implemented in the classroom	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ 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	$27,852.00	$27,852.00	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$27,852.00**	**$27,852.00**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy and numeracy skill development	$27,852.00
Totals	**$27,852.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy and numeracy skill development	from: Term 1 to: Term 4	$27,852.00	☑ School-based staffing
Totals		**$27,852.00**	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Literacy and numeracy skill development	☑ Leadership Team	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
Professional learning for all staff on metacognitive practices to be implemented in the classroom	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Departmental resources Amplify document ☑ High Impact Teaching Strategies (HITS)	☑ On-site