

2024 Annual Implementation Plan

for improving student outcomes

Nossal High School (8865)



Submitted for review by Tracey Mackin (School Principal) on 18 March, 2024 at 10:22 AM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 18 March, 2024 at 05:38 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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<p>We have made steps towards achieving our goals in each of the KIS during this year. There is a greater sense of awareness of the multi-tiered system and the work that we have commenced in each tier. This will be published and presented to all teachers during commencement in 2024.</p> <p>The work on agentic engagement successfully commenced in 2023 we will continue to build on this work in 2024. As mentioned previously this has already been included in the NHS organisational calendar for 2024.</p>
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	There is a well-defined plan for parent information and engagement in 2024. Working with the PFA that are Parents' education and information session already booked in for the Semester One. We will seek feedback from parents about what they need in Semester Two and plan during Term One.
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
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	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise learning outcomes for all students	Yes	By 2026, maintain the VCE all study mean at 36 or above. Maintain the percentage of 40+ scores at 25% or above	VCE all study mean score = 36 Percentage of 40+ scores = 25%
		By 2026, maintain the percentage of VCE study scores of 29 and below at 15% (in 2022) or less.	VCE study scores at or below 29 = 15%
		By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from: <ul style="list-style-type: none"> • 67% to 70% for student voice and agency • 75% to 80% for stimulated learning • 75% to 80% for self-regulation and goal setting • 54% to 60% for teacher concern • 77% to 82% for motivation and interest 	AtoSS targets: Student voice & agency = 68% Stimulated learning = 78% Self-regulation & goal setting = 78% Teacher concern = 58% Motivation & interest = 80%
		By 2026 increase the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, from:	School Staff Survey: Student feedback to improve practice = 80% Collective efficacy =

		<ul style="list-style-type: none"> • 78% to 82% for use student feedback to improve practice • 80% to 83% for collective efficacy • 57% to 65% for teacher collaboration • Increase responses to specific questions: <ul style="list-style-type: none"> ○ 70% to 75% for Teachers here have a deep understanding of how to analyse data ○ 73% to 78% for Students here seek extra help from staff ○ 69% to 74% for Students here seek extra work to improve their results 	82%Teacher collaboration = 61%Deep understanding of data = 73%Students seek help = 76%Students seek extra work = 72%
Maximise student wellbeing and engagement	Yes	<p>By 2026 the percentage of positive responses in the Attitudes to School Survey, based on 2022 figures, to increase from:</p> <ul style="list-style-type: none"> • 71% to 75% for perseverance • 71% to 75% for sense of confidence • 40% to 60% for perceptions of LGBTQI – phobic discrimination <p>Resilience: reduce low resilience from 23% in 2022 to 20% or below</p>	Students Attitudes to School Survey: Perseverance = 73%Sense of Confidence = 73%Perceptions of LGBTQI-phobic discrimination = 50%"Low" band re Resilience = 22%
		<ul style="list-style-type: none"> • By 2026 the percentage of positive responses in the Parent and Carer Opinion Survey, based on 2022 figures, to increase from: • 68% to 73% for teacher communication • 79% to 85% for effective teaching • 75% to 80% for student motivation and support • 78% to 82% for parent participation and involvement • 77% to 85 % for the student voice and agency question <i>My child is taught organisational skills</i> 	Parent and Carer Opinion Survey: Teacher communication = 70%Effective teaching = 82%Student motivation & support = 78%Parent participation & involvement = 80%My child is taught organisational skills = 81%Student Agenc & Voice = 88%
		<p>By 2026 maintain the percentage of positive responses in the School Staff Survey factors, based on 2022 figures, for trust in students and parents at 78% or above.</p>	School Staff SurveyTrust in students & parents = 78%

Goal 2	Maximise learning outcomes for all students	
12-month target 2.1-month target	VCE all study mean score = 36 Percentage of 40+ scores = 25%	
12-month target 2.2-month target	VCE study scores at or below 29 = 15%	
12-month target 2.3-month target	AtoSS targets: Student voice & agency = 68% Stimulated learning = 78% Self-regulation & goal setting = 78% Teacher concern = 58% Motivation & interest = 80%	
12-month target 2.4-month target	School Staff Survey: Student feedback to improve practice = 80% Collective efficacy = 82% Teacher collaboration = 61% Deep understanding of data = 73% Students seek help = 76% Students seek extra work = 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Build understanding of and activate student agency in learning	Yes
KIS 2.b Teaching and learning	Develop and implement an effective instructional framework	Yes
KIS 2.c Leadership	Build school and staff capabilities to work collaboratively to support individual student needs	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.	A key underpinning of the current school strategic plan is the articulation and empowerment of a community of adult, agentic learners. To this end, the school is privileging the creation of a learning model which should be applicable to both staff and student learners and which will enable reflective participation in both the learning process and in the wellbeing programs of the school. This should enable the work of the later years of the strategic plan. The school's training in PLC structures will occur late in 2024 for implementation in 2025 so, while ongoing refinement of our collaborative structures will occur, this KIS (2.c) will not be an area of strong focus for 2024.	
Goal 3	Maximise student wellbeing and engagement	

12-month target 3.1-month target	Students Attitudes to School Survey: Perseverance = 73%Sense of Confidence = 73%Perceptions of LGBTQI-phobic discrimination = 50%"Low" band re Resilience = 22%
12-month target 3.2-month target	Parent and Carer Opinion Survey: Teacher communication = 70%Effective teaching = 82%Student motivation & support = 78%Parent participation & involvement = 80%My child is taught organisational skills = 81%Student Agenc & Voice = 88%
12-month target 3.3-month target	School Staff SurveyTrust in students & parents = 78%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 3.a Leadership	Strengthen multi-tiered approaches to student wellbeing, engagement and inclusion
KIS 3.b Engagement	Implement strategies to support students to be reflective, questioning, and self-monitoring learners
KIS 3.c Support and resources	Strengthen parent community engagement
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.	While the school will be working towards its Wellbeing & Engagement goals throughout 2024, building both capacity and programs, the intention is to focus on the school's Learning goals as primary targets in 2024, with a more concerted push towards the Wellbeing & Engagement goals in later years of the SSP. For 2024, the focus will be on the implementation of a range of Tier 2 programs to support specific cohorts (e.g. neurodiverse students).

Define actions, outcomes, success indicators and activities

Goal 2	Maximise learning outcomes for all students
12-month target 2.1 target	VCE all study mean score = 36 Percentage of 40+ scores = 25%
12-month target 2.2 target	VCE study scores at or below 29 = 15%
12-month target 2.3 target	AtoSS targets: Student voice & agency = 68% Stimulated learning = 78% Self-regulation & goal setting = 78% Teacher concern = 58% Motivation & interest = 80%
12-month target 2.4 target	School Staff Survey: Student feedback to improve practice = 80% Collective efficacy = 82% Teacher collaboration = 61% Deep understanding of data = 73% Students seek help = 76% Students seek extra work = 72%
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build understanding of and activate student agency in learning
Actions	Curriculum review (Yr 9 & 10) to establish scope for increased instruction in support of metacognition Pilot reflective tool to encourage agentic engagement in learning
Outcomes	Staff will have an increased understanding of the underpinnings of metacognitive thinking and instruction Students will engage in increased reflective practice within pilot groups and contribute to a review of the reflective tool for wider use Leaders will proactively model the use of the new reflective tool in their classrooms and support their peers to build capacity in this work
Success Indicators	AtoSS survey results will increase in the areas of - Self-regulation & goal setting Additional success indicators - Internal staff feedback indicating increased understanding of metacognition - the pilot model will exist and be understood by staff (feedback from PL sessions)

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Curriculum Day: Metacognition focus, expert speaker (Jared Horvath) - cost is \$5000 for the speaker, plus staff time	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$62,250.00 <input checked="" type="checkbox"/> Other funding will be used
Domain meeting time dedicated to relevant curriculum review (assume a review group of 5 over 2 days)	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,350.00 <input checked="" type="checkbox"/> Other funding will be used
Ongoing support for Tier 2 interventions through small group projects and counselling support. Students will work in small groups with specific foci with the aim of increasing their sense of confidence and agency. Focus groups will include - Level Up (with a focus on healthy masculinity) - ICan (neurodiversity) - QSA (gender & sexuality) - Empowerment & leadership for female-identifying students (Equity funding allocated to partially cover employment of a youth worker to support these programs)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$29,071.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an effective instructional framework			

Actions	Pilot reflective tool to encourage agentic engagement in learning Working group to establish links between reflective tool and pedagogical strategies			
Outcomes	Students will have access to an improved tool for metacognitive reflection on their learning Staff will have begun to embed a tool to maintain and deepen metacognitive awareness in their classes A model will have been developed to establish and extend links between pedagogical decision making and agentic student behaviour			
Success Indicators	<p>AtoSS survey results will increase in the areas of</p> <ul style="list-style-type: none"> - Self-regulation & goal setting - Student voice & agency <p>School Staff Survey results will increase in the area of</p> <ul style="list-style-type: none"> - Teacher collaboration - Collective efficacy <p>Additional success indicators</p> <ul style="list-style-type: none"> - the pilot model will exist and be understood by staff (feedback from PL sessions) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Staff professional learning sessions - assume a minimum of 4 Wednesday PL sessions of 2 hours each across the course of the year, along with a half-day as part of the Curriculum Day agenda/s - internal presenter/s - primary cost is staff time (57 teachers, 12 hrs)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$110,308.68 <input checked="" type="checkbox"/> Other funding will be used
Working group to meeting regularly throughout the year to evolve links between the learner reflection tool and pedagogical approaches taken by teachers - assume 3 individuals meeting 3 times each term for 2 hours at a time (72hrs)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Staff development coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,611.44 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Maximise student wellbeing and engagement			

12-month target 3.1 target	Students Attitudes to School Survey: Perseverance = 73% Sense of Confidence = 73% Perceptions of LGBTQI-phobic discrimination = 50% "Low" band re Resilience = 22%			
12-month target 3.2 target	Parent and Carer Opinion Survey: Teacher communication = 70% Effective teaching = 82% Student motivation & support = 78% Parent participation & involvement = 80% My child is taught organisational skills = 81% Student Agenc & Voice = 88%			
12-month target 3.3 target	School Staff Survey Trust in students & parents = 78%			
KIS 3.a 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	Strengthen multi-tiered approaches to student wellbeing, engagement and inclusion			
Actions	Refine and strengthen existing Tier 2 approaches (Proactive Programs, Support for relevant clubs - QSA, Formation) Introduce additional Tier 2 programs targetting masculinity, neurodivergence and female empowerment			
Outcomes	Staff will have an enhanced understanding of targetted cohorts Staff associated with specific programs will have increased time and support to work with their target cohorts Students in targetted cohorts will experience an increase in support, relevant knowledge and wellbeing Parents of students in targetted cohorts will have an increased opportunity to liaise with the school to understand their students needs and the school's support structures			
Success Indicators	Attendance records and reflective feedback from attendees Retention of participants in small group interventions from one year to the next Feedback from facilitators (external and internal) and students Students Attitude to School Survey measures - Perseverance will improve - Sense of confidence will improve - % in "low" band for Resilience will decrease			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>"I Can" program - small group support meetings (neurodiversity - \$4000) "Conscious Man" program (Level Up Psychology) - small group support meetings + counselling (healthy masculinity - \$3500) Minus18 presentation - small group support (sexual & gender diversity - \$3500)</p>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$11,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>Proactive Programs to continue based on previously established model</p> <p>Year 12 - Finance (staff panel/s) - Consent (Elephant Ed) - Sexuality and gender (Minus18) - Sexual Health (MHP, wellbeing team)</p> <p>Year 11 - Cybersecurity (Susan McClean) - Sleep Hygiene (school staff)</p> <p>Year 10 - Study Skills (Elevate) - Cybersecurity (Susan McClean)</p> <p>Year 9 - ManCave/Flourish Girls (multiple sessions)</p> <p>Budget for 4 hours per year level and an average of 6 staff members as presenters/panel members/organisers/supervisors(3870.00). Costs for external presenters: - Susan McClean (\$1100 per presentation) - Elevate (\$1600 per program) - Minus18 (\$1000 per presentation) - Elephant Ed (\$3000 per program)</p>	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$23,715.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

<p>Ongoing refinement and review of Nossal Time program - one hour of teaching time per week, approximately one-third devoted to explicit small-group work in RR and relevant SEL (18 weeks) - 32 teachers + NT Coordinator (preparation and coordination) + Wednesday PL</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Team leader(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$99,887.11 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<p>Berry Street Model training - pilot group (5 staff + CRT costs)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,656.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$29,071.20	\$29,071.00	\$0.20
Disability Inclusion Tier 2 Funding	\$123,602.11	\$123,602.11	\$0.00
Schools Mental Health Fund and Menu	\$89,339.09	\$91,045.80	-\$1,706.71
Total	\$242,012.40	\$243,718.91	-\$1,706.51

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Ongoing support for Tier 2 interventions through small group projects and counselling support.</p> <p>Students will work in small groups with specific foci with the aim of increasing their sense of confidence and agency. Focus groups will include</p> <ul style="list-style-type: none"> - Level Up (with a focus on healthy masculinity) - ICan (neurodiversity) - QSA (gender & sexuality) - Empowerment & leadership for female-identifying students <p>(Equity funding allocated to partially cover employment of a youth worker to support these programs)</p>	\$29,071.00
<p>"I Can" program - small group support meetings (neurodiversity - \$4000)</p> <p>"Conscious Man" program (Level Up Psychology) - small group support meetings + counselling (healthy masculinity - \$3500)</p>	\$11,000.00

Minus18 presentation - small group support (sexual & gender diversity - \$3500)	
<p>Proactive Programs to continue based on previously established model</p> <p>Year 12</p> <ul style="list-style-type: none"> - Finance (staff panel/s) - Consent (Elephant Ed) - Sexuality and gender (Minus18) - Sexual Health (MHP, wellbeing team) <p>Year 11</p> <ul style="list-style-type: none"> - Cybersecurity (Susan McClean) - Sleep Hygiene (school staff) <p>Year 10</p> <ul style="list-style-type: none"> - Study Skills (Elevate) - Cybersecurity (Susan McClean) <p>Year 9</p> <ul style="list-style-type: none"> - ManCave/Flourish Girls (multiple sessions) <p>Budget for 4 hours per year level and an average of 6 staff members as presenters/panel members/organisers/supervisors(3870.00). Costs for external presenters:</p> <ul style="list-style-type: none"> - Susan McClean (\$1100 per presentation) - Elevate (\$1600 per program) - Minus18 (\$1000 per presentation) - Elephant Ed (\$3000 per program) 	\$23,715.00
<p>Ongoing refinement and review of Nossal Time program</p> <ul style="list-style-type: none"> - one hour of teaching time per week, approximately one-third devoted to explicit small-group work in RR and relevant SEL (18 weeks) - 32 teachers + NT Coordinator (preparation and coordination) + Wednesday PL 	\$99,887.11
Berry Street Model training - pilot group (5 staff + CRT costs)	\$11,656.00

Totals	\$175,329.11
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Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Ongoing support for Tier 2 interventions through small group projects and counselling support.</p> <p>Students will work in small groups with specific foci with the aim of increasing their sense of confidence and agency. Focus groups will include</p> <ul style="list-style-type: none"> - Level Up (with a focus on healthy masculinity) - ICan (neurodiversity) - QSA (gender & sexuality) - Empowerment & leadership for female-identifying students <p>(Equity funding allocated to partially cover employment of a youth worker to support these programs)</p>	<p>from: Term 1 to: Term 4</p>	\$29,071.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$29,071.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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<p>Proactive Programs to continue based on previously established model</p> <p>Year 12</p> <ul style="list-style-type: none"> - Finance (staff panel/s) - Consent (Elephant Ed) - Sexuality and gender (Minus18) - Sexual Health (MHP, wellbeing team) <p>Year 11</p> <ul style="list-style-type: none"> - Cybersecurity (Susan McClean) - Sleep Hygiene (school staff) <p>Year 10</p> <ul style="list-style-type: none"> - Study Skills (Elevate) - Cybersecurity (Susan McClean) <p>Year 9</p> <ul style="list-style-type: none"> - ManCave/Flourish Girls (multiple sessions) <p>Budget for 4 hours per year level and an average of 6 staff members as presenters/panel members/organisers/supervisors(3 870.00). Costs for external presenters:</p> <ul style="list-style-type: none"> - Susan McClean (\$1100 per presentation) - Elevate (\$1600 per program) - Minus18 (\$1000 per presentation) - Elephant Ed (\$3000 per program) 	<p>from: Term 1 to: Term 3</p>	<p>\$23,715.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> • Other External presenters in a range of areas <p><input checked="" type="checkbox"/> Other</p> <ul style="list-style-type: none"> • Other Time release/CRT
<p>Ongoing refinement and review of Nossal Time program</p> <ul style="list-style-type: none"> - one hour of teaching time per week, approximately one-third devoted to explicit small-group 	<p>from: Term 1 to: Term 4</p>	<p>\$99,887.11</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <ul style="list-style-type: none"> • Other Time release and program delivery

work in RR and relevant SEL (18 weeks) - 32 teachers + NT Coordinator (preparation and coordination) + Wednesday PL			
Totals		\$123,602.11	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
"I Can" program - small group support meetings (neurodiversity - \$4000) "Conscious Man" program (Level Up Psychology) - small group support meetings + counselling (healthy masculinity - \$3500) Minus18 presentation - small group support (sexual & gender diversity - \$3500)	from: Term 1 to: Term 2	\$11,000.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Berry Street Model training - pilot group (5 staff + CRT costs)	from: Term 1 to: Term 4	\$11,656.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$22,656.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional counselling programs with cohort focus - Level Up (Healthy masculinity)	\$22,000.00
Staff professional learning (including CRT costs) in Mental Health First Aid Includes allocation of existing counsellor's time to support programs	\$30,949.29
Social worker	\$36,389.80
Totals	\$89,339.09

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional counselling programs with cohort focus - Level Up (Healthy masculinity)	from: Term 1 to: Term 2	\$0.00	
Staff professional learning (including CRT costs) in Mental Health First Aid Includes allocation of existing counsellor's time to support programs	from: Term 1 to: Term 4	\$0.00	
Social worker	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Additional counselling programs with cohort focus - Level Up (Healthy masculinity)	from: Term 1 to: Term 2	\$0.00	
Staff professional learning (including CRT costs) in Mental Health First Aid Includes allocation of existing counsellor's time to support programs	from: Term 1 to: Term 4	\$0.00	
Social worker	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Additional counselling programs with cohort focus - Level Up (Healthy masculinity)	from: Term 1 to: Term 2	\$22,000.00	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives

<p>Staff professional learning (including CRT costs) in Mental Health First Aid</p> <p>Includes allocation of existing counsellor's time to support programs</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p>	<p><input checked="" type="checkbox"/> Teen Mental Health First Aid Program (Mental Health First Aid Australia)</p> <p>This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
<p>Social worker</p>	<p>from: Term 1 to: Term 4</p>	<p>\$36,389.80</p>	<p><input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students</p> <p>This activity will use Mental Health Menu programs</p> <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker
<p>Totals</p>		<p>\$68,389.80</p>	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Curriculum Day: Metacognition focus, expert speaker (Jared Horvath) - cost is \$5000 for the speaker, plus staff time	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants Jared Horvath (Metacognition expert)	<input checked="" type="checkbox"/> On-site
Staff professional learning sessions - assume a minimum of 4 Wednesday PL sessions of 2 hours each across the course of the year, along with a half-day as part of the Curriculum Day agenda/s - internal presenter/s - primary cost is staff time (57 teachers, 12 hrs)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Berry Street Model training - pilot group (5 staff + CRT costs)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> External consultants Berry Street Education Model	<input checked="" type="checkbox"/> Off-site Novotel Melbourne Preston Bell Street, Preston VIC