

# 2022 Annual Implementation Plan

## for improving student outcomes

Mullauna Secondary College (8744)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## 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.	

<b>Leadership</b>	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	

<b>Engagement</b>	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	

<b>Support</b>	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	

<b>Enter your reflective comments</b>	Given the events of the last year we are pleased with the progress we have made and via the review of the 2021 AIP have acknowledged areas of further work required which will inform our focus for our 2022 AIP.
<b>Considerations for 2022</b>	Continue to offer all levels of support in place and review what else is possible. Ensure the students have the opportunity to experience the many extra curricular events that were cancelled due to remote

	learning (camps, excursions, incursions) Use the notes collated in the 2021 AIP review to inform the plans for 2022 AIP
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt; 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.</p>																																			
<b>Target 1.1</b>	Support for the 2022 Priorities																																			
<b>Key Improvement Strategy 1.a</b> 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																																			
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable																																			
<b>Goal 2</b>	Optimise student learning outcomes for all students in all classes every day.																																			
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<b>Target 2.2</b>	By 2022, the percentage of students in the bottom bands of NAPLAN will be at or below;																																			

NAPLAN Percentage	2018 Benchmark	2022 Target	2018 Benchmark	2022 Target
Bottom Band	Year 7 Band 5	Year 9 Band 6	Year 7 Band 5	Year 9 Band 6
Reading	0	0	6.1	5.0
Writing	3.1	0	19.7	10.0
Spelling	7.8	5.0	15.2	10.0
Grammar & Punctuation	3.1	0	7.6	5.0
Numeracy	0	0	4.8	2.0

### Target 2.3

NAPLAN Relative growth targets

Percentage of students with high or medium relative learning gain (years 7 to 9)

NAPLAN	Reading	Writing	Numeracy
2017 Benchmark	76%	75%	91%
2022 Target	82%	82%	95%

### Target 2.4

VCE Target – GAT adjusted learning gain (based on VASS data) for all year Unit 3 and 4 VCE subjects.

Learning gain (VASS Report 10)	2018 Benchmark	2022 Target
Greater than 0	TBD	50%
Greater than -2	TBD	80%

<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Leverage the Professional Learning Communities to further build teacher capacity and leadership to track and monitor student progress to inform future learning. (CPA)									
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies. (CPA)									
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Develop and implement a whole school approach to explicit teaching of writing and vocabulary (BPE)									
<b>Key Improvement Strategy 2.d</b> Building practice excellence	this has been removed									
<b>Goal 3</b>	Optimise staff capacity to embed the use of data and evidence based best practice to maximise learning growth for all students.									
<b>Target 3.1</b>	<p>By 2022, the positive percentage endorsement rate on the Student Attitudes to School (AToS) survey will demonstrate continued improvement.</p> <table border="1"> <thead> <tr> <th>AToS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Stimulating learning</td> <td>57%</td> <td>60%</td> </tr> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target	Differentiated learning challenge	56%	60%	Stimulating learning	57%	60%
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<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Using the Curiosity and Powerful Learning model, leverage the PLC approach to build teachers' capacity to connect feedback to data about students' actions and performance. (CPA)									
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Teachers identify and target areas for professional learning which links student achievement data to their own practice improvement goals and their annual PDP. (BPE)									
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Teachers challenge and support each other to continuously improve their pedagogy by collaborating with colleagues and regularly undertaking peer observations to provide feedback on teacher practice. (BPE)									
<b>Goal 4</b>	Develop student voice and agency to enhance intellectual engagement, high expectations and inclusion.									
<b>Target 4.1</b>	<p>By 2022, the positive percentage endorsement rate on the Student Attitudes to School (AToS) survey will demonstrate continue improvement.</p> <table border="1"> <thead> <tr> <th>AToS Factor</th> <th>2017 Benchmark</th> <th>2022 Target</th> </tr> </thead> <tbody> <tr> <td>Student Voice &amp; Agency</td> <td>40%</td> <td>55%</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>67%</td> <td>80%</td> </tr> </tbody> </table>	AToS Factor	2017 Benchmark	2022 Target	Student Voice & Agency	40%	55%	Self-regulation and goal setting	67%	80%
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<b>Target 4.2</b>	<p>By 2022, Staff Opinion Survey (SOS) positive responses percentages will demonstrate continuous improvement.</p> <ul style="list-style-type: none"> <li>• Trust in student and parents - from 42% in 2017 to 60% in 2022</li> </ul>
<b>Target 4.3</b>	3.3 By 2022 the whole school unapproved absence rate will decrease to 5 from 6.9 (2017).
<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	Using the Curiosity and Powerful Learning instructional model, develop teachers capacity to understand and cultivate positive, authentic relationships.
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Develop and implement an agreed whole school well-being framework for staff and students.
<b>Key Improvement Strategy 4.c</b> Setting expectations and promoting inclusion	Provide students with opportunities to collaborate and make decisions with staff around what and how they learn, and how their learning is assessed.
<b>Key Improvement Strategy 4.d</b> Setting expectations and promoting inclusion	Develop a whole school understanding of student voice and agency. (SEPI)
<b>Key Improvement Strategy 4.e</b> Setting expectations and promoting inclusion	Co-design opportunities for students to exercise authentic agency in their own learning. (SEPI)



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>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.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improve the rates of positive endorsement in the: Student Attitudes to School Surveys (AToSS) for the measures:</p> <ul style="list-style-type: none"> <li>Sense of Connectedness to 50% (2021 - 47%)</li> <li>Advocate at School to 68% (2021 - 65%)</li> <li>Respect for Diversity to 63% (2021 - 50%)</li> <li>Resilience to (2021 - 0)</li> <li>Transitions: Yr 7 70% (2021 - 65%)</li> <li>Transitions: Y2 10-12 to 62% (2021 - 59%)</li> <li>Effective teaching time to 65% (2021 - 62%)</li> <li>Differentiated Learning to 58% (2021 - 55%)</li> <li>Stimulating Learning to 54% (2021 - 53%)</li> <li>Learning Confidence to 56% (2021 - 53%)</li> <li>Managing Bullying to 58% (2021 - 55%)</li> </ul>

			<p>Staff Opinion Survey for the measures?          Build Resilience and Resilient Supportive Environment' to 50% (2019 43% - 2021 no data)          Staff Safety and Wellbeing Consultation and Participation' to 50% (2019 43% - 2021 no data)          Collaboration to plan curriculum to 75% (2019 56% - 2020 75% - 2021 73%)          Plan differentiated learning activities to 65% (2019 44% - 2020 58% - 2021 58%)</p> <p><b>NAPLAN</b>          Literacy: decrease the % of students in the bottom 2 bands for reading at year 9          Numeracy: increase the % of students meeting or above benchmark growth(Years 7 to 9)</p>															
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POS Factor	2017 Benchmark	2022 Target
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<b>12 Month Target 1.1</b>	<p>Improve the rates of positive endorsement in the:</p> <p>Student Attitudes to School Surveys (AToSS) for the measures:</p> <p>Sense of Connectedness to 50% (2021 - 47%)  Advocate at School to 68% (2021 - 65%)  Respect for Diversity to 63% (2021 - 50%)  Resilience to (2021 - 0)  Transitions: Yr 7 70% (2021 - 65%)  Transitions: Y2 10-12 to 62% (2021 - 59%)  Effective teaching time to 65% (2021 - 62%)  Differentiated Learning to 58% (2021 - 55%)  Stimulating Learning to 54% (2021 - 53%)  Learning Confidence to 56% (2021 - 53%)  Managing Bullying to 58% (2021 - 55%)</p> <p>Staff Opinion Survey for the measures?  Build Resilience and Resilient Supportive Environment' to 50% (2019 43% - 2021 no data)  Staff Safety and Wellbeing Consultation and Participation' to 50% (2019 43% - 2021 no data)  Collaboration to plan curriculum to 75% (2019 56% - 2020 75% - 2021 73%)  Plan differentiated learning activities to 65% (2019 44% - 2020 58% - 2021 58%)</p> <p>NAPLAN  Literacy: decrease the % of students in the bottom 2 bands for reading at year 9  Numeracy: increase the % of students meeting or above benchmark growth(Years 7 to 9)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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

<b>KIS 2</b> 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.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b>          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.</p>
<p><b>12 Month Target 1.1</b></p>	<p>Improve the rates of positive endorsement in the:          Student Attitudes to School Surveys (AToSS) for the measures:          Sense of Connectedness to 50% (2021 - 47%)          Advocate at School to 68% (2021 - 65%)          Respect for Diversity to 63% (2021 - 50%)          Resilience to (2021 - 0)          Transitions: Yr 7 70% (2021 - 65%)          Transitions: Y2 10-12 to 62% (2021 - 59%)          Effective teaching time to 65% (2021 - 62%)          Differentiated Learning to 58% (2021 - 55%)          Stimulating Learning to 54% (2021 - 53%)          Learning Confidence to 56% (2021 - 53%)          Managing Bullying to 58% (2021 - 55%)</p> <p>Staff Opinion Survey for the measures?          Build Resilience and Resilient Supportive Environment' to 50% (2019 43% - 2021 no data)          Staff Safety and Wellbeing Consultation and Participation' to 50% (2019 43% - 2021 no data)          Collaboration to plan curriculum to 75% (2019 56% - 2020 75% - 2021 73%)          Plan differentiated learning activities to 65% (2019 44% - 2020 58% - 2021 58%)</p> <p>NAPLAN          Literacy: decrease the % of students in the bottom 2 bands for reading at year 9          Numeracy: increase the % of students meeting or above benchmark growth(Years 7 to 9)</p>

<b>KIS 1</b> 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
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Using multiple sources of data identify students involved in the learning catch up program (TLI) in 2022 <ul style="list-style-type: none"> <li>- Small Group Tutoring as a key component of the learning catch-up interventions.</li> <li>- Use Edapt interventions to track student growth on a term by term basis</li> <li>- Employ tutors with subject specific knowledge to support literacy and numeracy</li> </ul> </li> <li>Use Edapt interventions to track improvement in student learning <ul style="list-style-type: none"> <li>outcomes term by term for all students involved in the 2022 MYLNS programs</li> <li>- Use data to identify and support students with the QuickSmart intervention program</li> </ul> </li> <li>2. Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support <ul style="list-style-type: none"> <li>- Build teacher capacity to deliver targeted student support in literacy and numeracy.</li> <li>- Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs</li> </ul> </li> <li>3. Embed PLC structures to support teacher collaboration and reflection and strengthen teaching practice</li> </ol>
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>- Be able to articulate personal goals</li> <li>- Discuss learning strategies identified by conferring</li> <li>- Gain confidence in their learning</li> <li>- Participate in tutor groups to support growth in targeted areas of literacy/numeracy learning</li> <li>- Be more engaged in their learning</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>- Identify students and monitor their growth using a range of data (e.g. PAT, On Demand, Cycle Data, teacher judgements, formative and summative assessments)</li> <li>- Develop term by term goals with TLI and MYLNS students</li> <li>- Implement targeted teaching strategies utilising HITS</li> <li>- Confer with students to develop and review personal goals</li> <li>- Work collaboratively in PLC teams to share and document pedagogical strategies and resources to support student learning</li> <li>- Engage in peer observation to reflect upon and inform their teaching practice</li> <li>- Tutors and MYLNS staff will regularly monitor and review student progress</li> <li>- Liaise with MYLNS teachers and catch-up Tutors to support the learning of their students</li> </ul>

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Oversee allocation of MYLNS and Catch-up tutor program support</li> <li>- Define roles, expectations and protocols of the classroom teacher and tutor teacher / MYLNS teachers</li> <li>- Develop and implement an assessment plan to identify students and the tier of support that they require</li> <li>- Identify where these students are in their learning &amp; monitor growth</li> <li>- Develop viable support strategies that will best meet their learning needs</li> <li>- Plan to effectively utilise all initiative funding</li> <li>- Plan for professional Learning on targeted teaching in small groups</li> <li>- Identify success indicators</li> </ul> <p>The SEIL will:</p> <ul style="list-style-type: none"> <li>- Provide support in relation to professional learning opportunities</li> <li>- Be a critical friend</li> <li>- Provide insight into other schools that we would benefit from visiting/collaborating with</li> </ul>
<p><b>Success Indicators</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Have achieved learning growth according to targeted area/s</li> <li>- Have understood the learning intentions and success criteria in each lesson</li> <li>- Have regularly reflected on their learning</li> <li>- Have increased Attitudes to School Survey results on Effective Teaching Time (2021 - 62%), Differentiated Learning Challenge (2021 - 55%) and - Stimulated Learning (2021 - 51%)</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Ensure that curriculum documentation shows plans for differentiation</li> <li>- Adjust Learning Tasks and documented curriculum so that there is a greater balance between formative and summative assessment and different - levels of instruction</li> <li>- Have documented lessons according to the Mullauna Instructional Model</li> <li>- Have increased Staff Opinion Survey on Differentiated Learning (2021- 58%)</li> <li>- Have evidence of student data tracking via the PLC</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Develop a professional learning schedule that enables sufficient professional learning and Faculty time and resources to prioritise these elements</li> <li>- Have increased staff opinion survey on Instructional Leadership (2021 - 64%)</li> </ul>

- Through reflection on the PLC model undertaken, identified strategies for implementation across the whole school

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning intervention program management and monitoring - MYLNS - TLI - Quicksmart	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$79,284.86  <input checked="" type="checkbox"/> Equity funding will be used <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
Data Literacy - LT Literacy to develop a whole school literacy plan - LT Numeracy to develop a whole school numeracy plan - Whole school PL program (once per term) to be implemented	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> STEM Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

PLC Program Planning - plan for 2022 cycle timelines - have agreed focus - have agreed outcomes	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Respond to student health and wellbeing concerns by developing a College Wellbeing plan to more effectively address student needs.           <ul style="list-style-type: none"> <li>- The whole school wellbeing plan will include bullying prevention, cyber safety and help seeking.</li> <li>- Implement a number of wellbeing initiatives that develop closer relationships with the wider College</li> <li>- Plan how whole school professional learning on chosen areas within the wellbeing plan will be implemented and revisited throughout the year</li> </ul> </li>   <li>2. Develop a shared understanding of student voice and agency           <ul style="list-style-type: none"> <li>- Reference Amplify to help with this task. EG P17 'Key actions for consideration'</li> <li>- Plan for student opportunities to collaborate and make decisions with staff around what and how they learn, and how their learning is assessed.</li> <li>- Ensure that students have access to a range of structured leadership roles</li> <li>- Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</li> <li>- Ensure that the Attitude to School survey is introduced and its significance explained by school leaders</li> </ul> </li>   <li>3. Support students to re-engage in the wider Mullauna Community through a range of co-curricular activities (camps, sport,</li> </ol>			



	debating, art show, music, production/drama and presentation ball etc)
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- participate in an increased number of proactive Whole-School wellbeing programs.</li> <li>- participate in focus groups, working parties, forums, College events and Wellbeing Week.</li> <li>- participate in peer tutoring and mentoring programs.</li> <li>- seek support for self and know how to support a friend.</li> <li>- improve participation in College and co-curricular events.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- undertake professional learning and participate in identified wellbeing foci.</li> <li>- engage in the review of Wellbeing programs.</li> <li>- use inclusive language within the classroom that encourages respectful classroom relationships and celebrates the diversity of our College community.</li> <li>- ensure students know what providing effective support means.</li> <li>- explicitly teach and provide opportunities for students to practice the skills to seek wellbeing support.</li> <li>- establish a class narrative that fosters positive mental health and normalises support seeking.</li> <li>- utilise a greater level of student voice, agency and leadership in their practices and pedagogies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- plan for a coordinated sequence of Professional Learning that enables staff to engage with, understand and deliver key wellbeing programs.</li> <li>- resource the Student Wellbeing Program to enable the planning, implementation and review of proactive wellbeing programs.</li> <li>- provide structures that provide required support mechanisms.</li> <li>- develop a school wide narrative that fosters positive mental health and normalises support seeking.</li> <li>- allocate resources and time to facilitate 'Respectful Relationships' program.</li> </ul> <p>SEIL will:</p> <ul style="list-style-type: none"> <li>- Provide support to the Leadership team and act as a critical friend.</li> </ul>
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- have had access and exposure to a wider range of wellbeing program opportunities.</li> <li>- meet the 12 month targets set for Attitudes To School Survey responses on 'Sense of Connectedness' (50%) and 'Advocate at School' (68%), 'Respect for Diversity' (63%), 'Resilience' (no data) and 'School Stage Transitions. (Yr 7 - 70% and Yr 10 to 12 - 62%)</li> <li>- meet the 12 month targets set for the percentage of students who have 20 or more days of absence from the College.</li> </ul>

	<ul style="list-style-type: none"> <li>- demonstrate greater participation in College and extracurricular events.</li> <li>- demonstrate greater learning confidence, resilience and respect for diversity.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- have had access and exposure to a wider range of wellbeing program opportunities with their students.</li> <li>- have given feedback on Staff Opinion Survey results on 'Build Resilience and a Resilient Supportive Environment' (50%) and 'Staff Safety and Wellbeing Consultation and Participation' (50%) in 2022.</li> <li>- have developed, trialed, delivered, reviewed and documented curriculum material for the Positive Futures program.</li> <li>- have implemented strategies from professional learning.</li> <li>- use inclusive language within the classroom that encourages respectful classroom relationships.</li> <li>- meet the 12 month target of 75% for the Staff Opinion Survey on 'Teacher Collaboration'.</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Development of a College Wellbeing Plan</p> <ul style="list-style-type: none"> <li>- outlines term by term and year level strategies</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Define the Mullauna College approach to student voice and agency</p> <ul style="list-style-type: none"> <li>- Develop a school plan (use Amplify to guide this work + organise visits to schools doing this well)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1</p>	<p>\$43,655.38</p>

<p>- PoR - SRC (new role established for 2022)</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Support students to re-engage in the wider Mullauna Community - create a term by term plan of offerings and activities - PoR - lunchtime activities to include a range of options for students</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$79,284.86	\$0.00	\$79,284.86
Disability Inclusion Tier 2 Funding	\$18,152.25	\$0.00	\$18,152.25
Schools Mental Health Fund and Menu	\$43,655.38	\$0.00	\$43,655.38
<b>Total</b>	<b>\$141,092.49</b>	<b>\$0.00</b>	<b>\$141,092.49</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Learning intervention program management and monitoring - MYLNS - TLI - Quicksmart	\$79,284.86
Development of a College Wellbeing Plan - outlines term by term and year level strategies	\$0.00
<b>Totals</b>	<b>\$79,284.86</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Learning intervention program management and monitoring - MYLNS - TLI - Quicksmart	from: Term 1 to: Term 4		
<b>Totals</b>			

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Development of a College Wellbeing Plan - outlines term by term and year level strategies	from: Term 1 to: Term 4		
<b>Totals</b>			

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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<b>Totals</b>	\$0.00
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### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Learning intervention program management and monitoring - MYLNS - TLI - Quicksmart	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources SAM DET resources for MYLNS and TLI <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Data Literacy - LT Literacy to develop a whole school literacy plan - LT Numeracy to develop a whole school numeracy plan - Whole school PL program (once per term) to be implemented	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> STEM Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Not yet known	<input checked="" type="checkbox"/> On-site
PLC Program Planning - plan for 2022 cycle timelines - have agreed focus	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

- have agreed outcomes	<input checked="" type="checkbox"/> PLC Leaders	to: Term 4				
Development of a College Wellbeing Plan - outlines term by term and year level strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Define the Mullauna College approach to student voice and agency - Develop a school plan (use Amplify to guide this work + organise visits to schools doing this well) - PoR - SRC (new role established for 2022)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site