

# 2024 Annual Implementation Plan

## for improving student outcomes

John Monash Science School (8856)



Submitted for review by Peter Corkill (School Principal) on 20 December, 2023 at 11:38 AM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 12:03 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	Excelling
	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	Excelling
	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	

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

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

<b>Support and resources</b>	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	

<b>Future planning</b>	We have made significant progress towards achieving our Wellbeing goals since the mid year School Review. The new Wellbeing Spaces will be ready by the start of the 2024 academic year, and this will provide more privacy and better access for students, and more effective spaces for the team to work in.
<b>Documents that support this plan</b>	

## 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.
<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
To optimise learning outcomes for all students.	Yes	Decrease the percentage of students receiving a raw study score below 28 in Mathematics Methods from 17% in 2022 to 12% in 2027.	Data in 2023:14%Target in 2024:13%
		Increase the percentage of female students successfully completing Unit 3-4 Physics from 37% in 2022 to 40% in 2027.	Data in 2023: 37%Target in 2024: 38%
		Decrease the percentage of Chemistry Unit 3-4 students achieving a raw study score below 28 from 21% in 2022 to 12% in 2027.	Data in 2023: 19%Target in 2024: 18%
		Increase the positive endorsement of the AtoSS Differentiated learning challenge factor from 67% in 2022 to 72% in 2027.	Data in 2023: 66%Target in 2024: 70%
To develop healthy, happy, and resilient students.	Yes	Increase the positive endorsement of the AtoSS Teacher concern factor from 52% in 2022 to 56% in 2027.	Data in 2023: 48%Target in 2024: 53%

		Increase positive endorsement of the Parent Opinion Survey Parent participation and Involvement factor from 73% in 2022 to 77% in 2027.	Data in 2023: 76%Target in 2024: 78%
		Increase the positive endorsement of the Parent Opinion Survey Confidence and Resilience Skills from 88% in 2022 to 93% in 2027.	Data in 2023: 94% (Target Met)Target in 2024: 95%
To strengthen partnerships that support student pathways.	Yes	Increase positive endorsement of the AtoSS School stage transition factor (Years 10-12) from 77% in 2022 to 82% in 2027.	Data in 2023: 79%Target in 2024: 81%
		Increase the number of students participating in the Emerging Science Victoria outreach program from 285 in 2021 to 300 in 2027.	Data in 2023: 313Target in 2024: 330

<b>Goal 2</b>	<b>To optimise learning outcomes for all students.</b>	
<b>12-month target 2.1-month target</b>	Data in 2023:14% Target in 2024:13%	
<b>12-month target 2.2-month target</b>	Data in 2023: 37% Target in 2024: 38%	
<b>12-month target 2.3-month target</b>	Data in 2023: 19% Target in 2024: 18%	
<b>12-month target 2.4-month target</b>	Data in 2023: 66% Target in 2024: 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b>	Amplify positive elements of the school's teaching and learning model.	Yes

Teaching and learning		
<b>KIS 2.b</b> Teaching and learning	Differentiate teaching and assessment to each student's point of need.	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.	It is vitally important to JMSS that we focus on continual improvement. We were very pleased with the 2023 VCE results, both in terms of subject study scores and consequently ATARs. These outcomes have been consistently improving since 2020, ironically the first year of the Covid pandemic, which in hindsight provided a catalyst for bonding and strengthening the resilience and togetherness of the community. It appears to have instilled a stronger culture of collaboration, co-operation and mutual support which has seen VCE outcomes improve steadily since, albeit from a strong base. Consequently a much stronger 'sense of community' across the school has emerged. We know we have to keep building, and take none of this for granted. The proposed changes to the school's House system in 2024 should strengthen it further, and provide a catalyst to continue to grow and develop from the strong base set in 2010, a most memorable first year of operation.	
<b>Goal 3</b>	<b>To develop healthy, happy, and resilient students.</b>	
<b>12-month target 3.1-month target</b>	Data in 2023: 48% Target in 2024: 53%	
<b>12-month target 3.2-month target</b>	Data in 2023: 76% Target in 2024: 78%	
<b>12-month target 3.3-month target</b>	Data in 2023: 94% (Target Met) Target in 2024: 95%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Engagement	Refine the whole school approach to student wellbeing.	Yes
<b>KIS 3.b</b> Engagement	Review the purpose and impact of assessment on student learning and wellbeing.	Yes
<b>KIS 3.c</b>	Initiate community conversation focussing on factors impacting student resilience.	Yes

<b>Leadership</b>		
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.	<p>We expect the changes made to the school's already successful House model in 2024 to strengthen it further, and allow us to monitor student academic performance more closely, and pick up any student academic and/or wellbeing issues and the time and point of need. Building resilience in highly aspirational students simply makes sense. Many of our students are strongly pushed academically at home by their parents. Some have multiple tutors, and academic expectations from parents are high. Therefore we need to instil self-belief and build resilience in our students so they come to understand that the VCE journey has many bumps in the road. They will be challenged, but these experiences and even disappointments will only make them stronger if they have the right attitude. This is the ongoing core challenge we face in our work, and building strength, confidence, resilience and self efficacy in each student in key to their success and at the heart of our work.</p> <p>Furthermore we wish to examine the range of difficulty we create in School-Assessed Coursework tasks to ensure that all students will have access to some of each task, most stronger students will have access to much of each task, and the strongest students will have access to almost all of each task. Whilst we acknowledge that the strong overall academic ability of our students requires a suitable level of cognitive 'stretch' in assessment tasks, we must avoid creating tasks which unravel the confidence of some of our students, causing them to question their own academic abilities.</p>	
<b>Goal 4</b>	<b>To strengthen partnerships that support student pathways.</b>	
<b>12-month target 4.1-month target</b>	Data in 2023: 79% Target in 2024: 81%	
<b>12-month target 4.2-month target</b>	Data in 2023: 313 Target in 2024: 330	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Support and resources	Strengthen existing partnerships with JMSS in STEM.	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.

When the school opened in 2010, the Business Case and Lease Agreement covering its operations stated a clear expectation that JMSS would share its knowledge and understandings with the education community more widely. Consequently the school looked to communities in Victoria who were under-resourced in comparison to the city, and the dual programs of the Regional Exchange and Emerging Sciences Victoria were created. The first allows Year 10 students from regional Victoria to study at JMSS for three weeks at a time, studying the same courses as our students, exploring the facilities and offerings at Monash University, and boarding with our students and their families in a homestay situation. The second allows students from all over Victoria, both Primary and Secondary, to study one or more of our own semester-length science electives as part of their courses at school. Both programs are supported by government funding and both are well supported by regional and, in the case of ESV, metropolitan communities.

Furthermore the school has played a key role in creating and sustaining an international coalition of specialist science schools across the world. Now known as the International Science Schools Network (ISSN) the group has 33 active member schools. Each year the schools come together to celebrate the International Science Schools Fair which is hosted by one of the member schools. JMSS currently holds the Chairmanship of the ISSN Steering Committee, made up of the ten schools who formed the original network in 2014. The international collaboration between schools creates and sustains multiple opportunities in science for the students of member schools, and we believe our continued stewardship of, and involvement in, this network is vitally important for JMSS and its students and staff.



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	To optimise learning outcomes for all students.
<b>12-month target 2.1 target</b>	Data in 2023:14% Target in 2024:13%
<b>12-month target 2.2 target</b>	Data in 2023: 37% Target in 2024: 38%
<b>12-month target 2.3 target</b>	Data in 2023: 19% Target in 2024: 18%
<b>12-month target 2.4 target</b>	Data in 2023: 66% Target in 2024: 70%
<b>KIS 2.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Amplify positive elements of the school's teaching and learning model.
<b>Actions</b>	<p>KIS 2a</p> <p>Increase the number of girls studying Physics and Specialist Mathematics</p> <ul style="list-style-type: none"> <li>a) Run focus groups with 2024 Year 10 and 11 students and develop a survey for incoming students about their prior experiences with Physics and Mathematics to be used in 2025;</li> <li>b) Encourage more all-girls teams to enter Maths and Physics events;</li> <li>c) Plan to organise mentoring programs in Physics using Monash academics in 2025;</li> <li>d) Develop a longitudinal data set that maps the percentage of girls in Physics, as compared with the percentage of girls in the cohort, each year;</li> <li>e) Examine current measures to inform girls about Physics, and career pathways which are accessible;</li> <li>f) Create opportunities for female Physicists and Engineers to interact with JMSS female students;</li> <li>g) Plan to organise immersive skills sessions in Maths and Physics for girls (1 afternoon per term).</li> </ul>

<b>Outcomes</b>	After over 10 years of operation, JMSS is slowly starting to increase the number of girls studying Unit 3, 4 Physics and Unit 3, 4 Specialist Mathematics. In this Strategic Plan, we want to specifically target this ambition and support its achievement with strategies which should lead to success.			
<b>Success Indicators</b>	We will collect statistics on the number of girls studying these subjects in each of the following four years. We hope to achieve the benchmarks set in the 2023-2027 Strategic Plan.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Focus group discussions with girls in Years 10 and 11 regarding preferences in studying Physics and Specialist Maths in the senior years. Girls studying these courses to speak at House and Year level assemblies.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 2.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Differentiate teaching and assessment to each student's point of need.			
<b>Actions</b>	<p>KIS 2bi Improve the academic outcomes for those students whose performance in English is low</p> <p>a) Provide differentiated activities for different reading levels in English where possible, and continue to use PAT testing to identify students with low literacy skills in Year 10 and modify strategies used in classes to meet their needs;</p> <p>b) Develop reading skills (decoding, context clues, connectives, comprehension, prediction) to lift literacy skills at Year 10;</p> <p>c) Provide appropriate differentiation for students with special needs either extra support and extension;</p> <p>d) Provide professional learning to teachers to support them in this endeavour.</p> <p>KIS 2bii Improve the academic outcomes for those students whose performance in Mathematics is low</p> <p>a) Promote the study of Unit 3, 4 General Mathematics as an appropriate and acceptable option to those students whose performance is consistently low;</p>			

	<p>b) Advertise and adequately resource the ‘Help Programs’, such as the long-running ‘Maths Help’ program to support students who need extra help;</p> <p>c) Determine staffing availability to establish TLI-style support for lower performing Methods students;</p> <p>d) Provide professional learning to teachers to support them in this endeavour.</p> <p>KIS 2biii          Improve the academic outcomes for students whose performance in other studies is low</p> <p>a) By the start of 2024, identify the percentage of students below the state median in each VCE subject from 2023 results to get a guide for targets and plans in 2024;</p> <p>b) In the development of 2024 courses, structure and identify tasks where differentiated activities are clear to students - this could be a colour-coded system or a three-step system;</p> <p>c) Provide professional learning in how VCE courses can be differentiated within the framework of study designs, and how team teaching can be utilised to facilitate differentiation;</p> <p>d) Leverage peer observations to help focus evaluation of current practices and approaches;</p> <p>e) Provide feedback on assessment tasks to students which include crucial next steps in learning, appropriate extension work and clarity on both areas of success and areas in need of improvement;</p> <p>f) Provide professional learning to teachers to support them in this endeavour.</p>			
<b>Outcomes</b>	We aim to lift the poor academic performance of some of our students in English. We will do this by identifying and supporting those students from Year 10 onwards. It is critically important to achieve this, which will allow all our students to be able to access research opportunities where clarity and accuracy in writing are core skills.			
<b>Success Indicators</b>	Academic performance of students in English in each semester in each of Year 10, Year 11 and Year 12.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Organise tutor groups for students who need to improve their writing in English and Mathematics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input checked="" type="checkbox"/> Other funding will be used

<b>Goal 3</b>	To develop healthy, happy, and resilient students.
<b>12-month target 3.1 target</b>	Data in 2023: 48% Target in 2024: 53%
<b>12-month target 3.2 target</b>	Data in 2023: 76% Target in 2024: 78%
<b>12-month target 3.3 target</b>	Data in 2023: 94% (Target Met) Target in 2024: 95%
<b>KIS 3.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine the whole school approach to student wellbeing.
<b>Actions</b>	<p>KIS 3.a</p> <ul style="list-style-type: none"> <li>a) Create a new, more accessible and discreet Counselling Area within JMSS;</li> <li>b) Employ a Student Wellbeing Coordinator and allocate the responsibility of Disability and Inclusion Co-ordinator to a member of the Well-being team;</li> <li>c) Create and refine a Wellbeing Referral Process (via Compass) in which staff are prompted to use the Safe-Minds NIP approach;</li> <li>d) Create a Compass Chronicle guideline to outline the roles and responsibilities of key Wellbeing staff;</li> <li>e) Ensure all staff are clear about the expectations of the adjusted House Structure and associated roles;</li> <li>f) Ensure regular check-ins with new students about adjusting to their new environment, with an emphasis on the likelihood of some students experiencing 'imposter syndrome';</li> <li>g) Create a curriculum map of the Respectful Relationships and Personal Development Programs across all year levels, ensuring the following are scoped: <ul style="list-style-type: none"> <li>- The curriculum involved in each course;</li> <li>- The scope and sequence of each course;</li> <li>- The structure(s) to support each course, such as PD Days, Mentor and House Assemblies, etc.</li> </ul> </li> </ul>
<b>Outcomes</b>	We expect more students to access counselling when they need it, as access will increase, and the spaces provided for this work will be more discrete and secluded.

<b>Success Indicators</b>	We will judge our success by the number of students accessing counselling for an extended period of time, then the number who only access it to check in, then the number no longer needing this support at all.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
\$95K Wellbeing space \$45K Disability Incl Funding	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00  <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 <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 3.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review the purpose and impact of assessment on student learning and wellbeing.			
<b>Actions</b>	a) Ensure that there is a clear whole-school approach to summative assessment tasks, where every student can demonstrate their level of achievement; b) Ensure all results are standardised if and when required. e.g. a cohort should not average less than 50; c) Ensure that all teachers follow the feedback process (marks released outside of hours, etc.); d) Explore and emphasise the importance of how students and staff view feedback and the impact it can have on students' mental health and wellbeing. This may be achieved by running focus groups with students as well as student panels in staff professional			

	learning with the aim of developing student resilience and a school wide understanding of feedback processes.				
<b>Outcomes</b>	We wish to reduce the negative impact to student health and wellbeing that poor performance in formal assessments can have. We will aim to improve their preparation for such tasks, encourage more sleep especially close to the time the assessments are undertaken, and work with parents to reduce the amount of tutoring some students are forced to undertake, with many not in fact needing much at all.				
<b>Success Indicators</b>	Improvement in the factors of student self efficacy, student wellbeing, and student sense of confidence from Student Surveys.				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	
Ensure all assessment tasks give access to the full range of student abilities, understanding that this range will be narrower than in non selective schools.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used	
<b>KIS 3.c</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	Initiate community conversation focussing on factors impacting student resilience.				
<b>Actions</b>	a) Hold Parent Seminars/Info Sessions to promote their involvement in their child's holistic growth, with a focus on personal development and wellbeing. We will achieve this by continuing to use Elephant Ed, Study Skills, Year 12 related pressures, Positive Education (sleep, physical activity, etc.); b) Increase frequency and quality of communications to home via newsletters and on-site information sessions about wellbeing and resilience.				

<b>Outcomes</b>	We want our students to learn to live more balanced lives, being able to pursue passions in music, sport, leadership and other areas of interest and expertise. We expect to see improvements in student satisfaction, self efficacy and morale if we can get families to support this work.				
<b>Success Indicators</b>	We will measure our success via student surveys, indicating changes in habits regarding getting an appropriate amount of sleep each night, presenting at assessments with a calmer and more confident mindset, improved performances in assessments, improved scores for student satisfaction in student surveys.				
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>	
Whole-school personal development days with sessions run by organisations like Elephant Education	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Other funding will be used	
<b>Goal 4</b>	To strengthen partnerships that support student pathways.				
<b>12-month target 4.1 target</b>	Data in 2023: 79% Target in 2024: 81%				
<b>12-month target 4.2 target</b>	Data in 2023: 313 Target in 2024: 330				
<b>KIS 4.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen existing partnerships with JMSS in STEM.				
<b>Actions</b>	KIS 4.a i. a) Survey new students in week 2 and students and parents in week 7 of 2024 regarding transition experiences.				

	<p>b) Survey students about their experiences of the course counselling and confirmation processes.</p> <p>KIS 4.a ii. We note that the target of 300 students participating in ESV by 2027 was surpassed in 2023 (313). It might be worth discussing potential changes to this target to focus instead on increasing the number of students from regional schools participating in JMSS outreach activities.</p> <p>a) Rebuild partnerships with key scientific organisations such as the Royal Society, which will allow further opportunities for our students;  b) Work with Monash University to strengthen pathways from JMSS into STEM via targeted strategies such as more experiences in science labs for JMSS students, mini research projects with Monash academics and students assisting, opportunities to work inside a Monash research group for a defined period of time;  c) Continue to host science speakers at JMSS, at both assemblies and by invitation at other times;  d) Work experience in science - via use of the JMSS Alumni network and Monash Faculty contacts;  e) Organise on-site visits to regional areas to promote these programs. We will need to enlist the support of Regional Offices.</p>			
<b>Outcomes</b>	We expect to see increased enrolments in the Emerging Sciences Victoria program, and sustained numbers in the school's biannual Regional Exchanges, currently running twice per year. Both programs are part-funded by DET, and will need to continue to be supported in this way.			
<b>Success Indicators</b>	We will measure our success by attracting increased numbers of students into our Outreach programs.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Continue to expand the ESV program and train more teachers to confidently teach online from the studio	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Other funding will be used



## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$19,722.80	\$19,722.80	\$0.00
Disability Inclusion Tier 2 Funding	\$51,198.20	\$51,198.20	\$0.00
Schools Mental Health Fund and Menu	\$72,449.18	\$72,449.18	\$0.00
<b>Total</b>	<b>\$143,370.18</b>	<b>\$143,370.18</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Organise tutor groups for students who need to improve their writing in English and Mathematics	\$5,000.00
\$95K Wellbeing space \$45K Disability Incl Funding	\$140,000.00
<b>Totals</b>	<b>\$145,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Organise tutor groups for students who need to improve their writing in English and Mathematics	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT
\$95K Wellbeing space \$45K Disability Incl Funding	from: Term 1 to: Term 4	\$14,722.80	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$19,722.80	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
\$95K Wellbeing space \$45K Disability Incl Funding	from: Term 1 to: Term 4	\$51,198.20	<input checked="" type="checkbox"/> Minor building or internal environmental modifications under \$5,000 (GST inclusive) <ul style="list-style-type: none"> <li>•</li> <li><input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Disability inclusion coordinator</li> </ul> </li> </ul>
<b>Totals</b>		\$51,198.20	

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

Activities and milestones	When	Funding allocated (\$)	Category
\$95K Wellbeing space \$45K Disability Incl Funding	from: Term 1 to: Term 4	\$72,449.18	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
<b>Totals</b>		\$72,449.18	

### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### 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
Totals		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Focus group discussions with girls in Years 10 and 11 regarding preferences in studying Physics and Specialist Maths in the senior years. Girls studying these courses to speak at House and Year level assemblies.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
\$95K Wellbeing space \$45K Disability Incl Funding	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> House leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Ensure all assessment tasks give access to the full range of student abilities, understanding that this range will be narrower than in non selective schools.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>			<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	
Whole-school personal development days with sessions run by organisations like Elephant Education	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Respectful relationships implementation team</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Professional practice day</li> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>