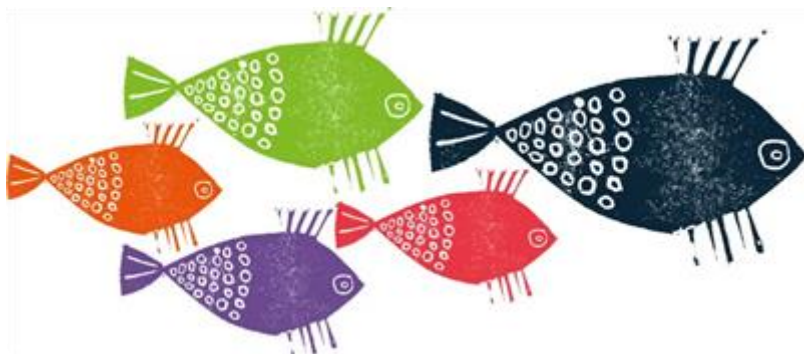


# 2025 Annual Implementation Plan

## for improving student outcomes

Rosamond Special School (4792)



Submitted for review by Louise Dingley (School Principal) on 05 March, 2025 at 01:42 PM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 24 April, 2025 at 09:37 AM

## Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
<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	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	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.	
	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	
	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	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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<b>Enter your reflective comments</b>	
<b>Considerations for 2025</b>	
<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
To ensure learning growth for each student with a focus on literacy and numeracy.	Yes	Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI): <ul style="list-style-type: none"> <li>• in reading and viewing from a 2019 to 2023 average of 81.5% to 100% by 2028</li> <li>• in speaking and listening from a 2019 to 2023 average of 56.8% to 100% by 2028</li> <li>• in writing from a 2019 to 2023 average of 77.2% to 100% by 2028.</li> </ul>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.  Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)a) In reading and viewing from a 2019 to 2023 average of 81.5% to 86%b) In speaking and listening from a 2019 to 2023 average of 56.8% to 62%c) In writing from 2019 to 2023 average of 77.2% to 82%
		Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI): <ul style="list-style-type: none"> <li>• in number from a 2019 to 2023 average of 73.3% to 100% by 2028</li> <li>• in measurement from a 2019 to 2023 average of 81.7% to 100% by 2028</li> <li>• in statistics from a 2019 to 2023 average of 84.0% to 100% by 2028.</li> </ul>	Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)a) In number from a 2019 to 2023 average of 73.3% to 78%b) In measurement from a 2019 to 2023 average of 81.7% to 86%c) In statistic from a 2019 to 2023 average of 84% to 89%
		Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS): <ul style="list-style-type: none"> <li>• I want to learn new things at or above 87.2% in 2023 through 2028</li> </ul>	Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):a) I want to learn new things to continue to be at

		<ul style="list-style-type: none"> <li>I am good at learning at or above 88.8% in 2023 through 2028</li> </ul>	or above 90%. It was 92.2% in 2024b) I am good at learning to continue to be at or above 90%. It was 93% in 2024
For all students to thrive and flourish.	Yes	Decrease the percentage of all students with 20 or more days absence from 54% in 2023 to 50% by 2028.	Decreasing the percentage of all students with 20 or more days absence from 54% in 2023 to 51%
		Maintain the percentage of student positive post-school destinations (education, services and/or work) at 100% (2023) through 2028.	Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100%.
		Increase the percentage of all students achieving growth within or to higher Victorian Curriculum Personal and Social Capability Levels (Self-Awareness and Management and/or Social Awareness and Management Strands) from XX% in 2024 (semester 2) to YY% by 2028.	Continue to assess the Victorian Curriculum Personal and Social Capabilities levels (Self-Awareness and Management and/or Social Awareness and Management Strands) using the Rosamond Growth Indicator to establish the baseline of student results.
		Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS): <ul style="list-style-type: none"> <li>I am happy to be at this school at or above 85.6% in 2023 through 2028</li> <li>I like this school at or above 86.4% in 2023 through 2028</li> <li>I feel like I belong at this school at or above 88.8% in 2023 through 2028</li> <li>I feel safe at this school at or above 84.5% in 2023 through 2028</li> </ul>	Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):I am happy to be at this school to continue to be above 90%. It was 90.7% in 2024I like this school to continue to be above 90%. It was 92.1% in 2024.I feel like I belong at this school to continue to be above 90%. It was 92.2% in 2024.I feel safe at this school to continue to be above 90%; It was 93.2% in 2024I know where to

		<ul style="list-style-type: none"> <li>• I know where to get help if someone hurts me or if I feel upset at or above 83.6% in 2023 through 2028</li> <li>• I try again when I don't get things right at or above 85.6% in 2023 through 2028</li> <li>• I try my best at or above 89.7% in 2023 through 2028</li> <li>• I have friends at school at or above 88.8% in 2023 through 2028.</li> </ul>	<p>get help if someone hurts me or if I feel upset to continue to be above 90%. It was 92.2% in 2024. I try again when I don't get things right to continue to be above 90%. It was 90.6% in 2024. I try my best to continue to be above 90%. It was 94% in 2024. I have friends at school to continue to be above 90%. It was 92.2% in 2024.</p>
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<b>Goal 1</b>	<b>To ensure learning growth for each student with a focus on literacy and numeracy.</b>
<b>12-month target 1.1</b>	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> <li>a) In reading and viewing from a 2019 to 2023 average of 81.5% to 86%</li> <li>b) In speaking and listening from a 2019 to 2023 average of 56.8% to 62%</li> <li>c) In writing from 2019 to 2023 average of 77.2% to 82%</li> </ul>
<b>12-month target 1.2</b>	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> <li>a) In number from a 2019 to 2023 average of 73.3% to 78%</li> <li>b) In measurement from a 2019 to 2023 average of 81.7% to 86%</li> <li>c) In statistic from a 2019 to 2023 average of 84% to 89%</li> </ul>
<b>12-month target 1.3</b>	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <ul style="list-style-type: none"> <li>a) I want to learn new things to continue to be at or above 90%. It was 92.2% in 2024</li> <li>b) I am good at learning to continue to be at or above 90%. It was 93% in 2024</li> </ul>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Teaching and learning	Redevelopment and consistent implementation of the Rosamond Instructional Framework (RIF), incorporating the High Impact Wellbeing Strategies.	Yes
<b>KIS 1.b</b> Teaching and learning	Use Professional Learning Community (PLC) structures to support teacher collaboration and professional sharing in implementation of the RIF.	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.	<p>Collaborative opportunities, such as our weekly Section and Professional Learning Team (PLT/PLC) meetings are inclusive of an agenda and minute taking, to ensure accountability and productivity. This also provides clarity and consistency, promoting knowledge and understanding, and the opportunity for enhanced communication practices, within and across sections. This is important as it ensures goal alignment and an ongoing awareness and acceptance of the school's direction, providing authentic opportunities for input and 'buy-in'.</p> <p>The intention is to increase opportunities for our students to demonstrate their capacity to promote individual and collective voice and agency and have more obvious ways of measuring these areas within our curriculum practices. We will continue to invest in programs and/or processes to ensure our students exit the school with skills and understanding which promote their independence within society, planning and budgeting accordingly.</p>	
<b>Goal 2</b>	<b>For all students to thrive and flourish.</b>	
<b>12-month target 2.1</b>	Decreasing the percentage of all students with 20 or more days absence from 54% in 2023 to 51%	
<b>12-month target 2.2</b>	Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100%.	
<b>12-month target 2.3</b>	Continue to assess the Victorian Curriculum Personal and Social Capabilities levels (Self-Awareness and Management and/or Social Awareness and Management Strands) using the Rosamond Growth Indicator to establish the baseline of student results.	
<b>12-month target 2.4</b>	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <p>I am happy to be at this school to continue to be above 90%. It was 90.7% in 2024</p> <p>I like this school to continue to be above 90%. It was 92.1% in 2024.</p> <p>I feel like I belong at this school to continue to be above 90%. It was 92.2% in 2024.</p>	



	<p>I feel safe at this school to continue to be above 90%; It was 93.2% in 2024</p> <p>I know where to get help if someone hurts me or if I feel upset to continue to be above 90%. It was 92.2% in 2024.</p> <p>I try again when I don't get things right to continue to be above 90%. It was 90.6% in 2024</p> <p>I try my best to continue to be above 90%. It was 94% in 2024.</p> <p>I have friends at school to continue to be above 90%. It was 92.2% in 2024.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Leadership	Further development of the whole school approach to student wellbeing and engagement	Yes
<b>KIS 2.b</b> Engagement	Continue to strengthen partnerships with families and carers that enhance student learning and wellbeing	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.	<p>The continuation of many interventions that currently exist at the school, Learning Specialist and Youth Workers, via curriculum practices as well as those embedded in teaching and learning, with the support of our Allied Health team. Wellbeing and engagement continues to be an area for ongoing improvement, despite its many strengths at Rosamond. DIRFloortime training will be a focus to support the approach as a whole school, along with maintenance and/or further development of other embedded interventions, such as Blueearth, Canine Comprehension, Handwriting Without Tears and Interoception. Parent Professional Learning in DIRFloortime is also being planned for, in order to raise awareness and support student self-regulation both at school and at home.</p>	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	To ensure learning growth for each student with a focus on literacy and numeracy.
<b>12-month target 1.1</b>	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> <li>a) In reading and viewing from a 2019 to 2023 average of 81.5% to 86%</li> <li>b) In speaking and listening from a 2019 to 2023 average of 56.8% to 62%</li> <li>c) In writing from 2019 to 2023 average of 77.2% to 82%</li> </ul>
<b>12-month target 1.2</b>	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> <li>a) In number from a 2019 to 2023 average of 73.3% to 78%</li> <li>b) In measurement from a 2019 to 2023 average of 81.7% to 86%</li> <li>c) In statistic from a 2019 to 2023 average of 84% to 89%</li> </ul>
<b>12-month target 1.3</b>	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <ul style="list-style-type: none"> <li>a) I want to learn new things to continue to be at or above 90%. It was 92.2% in 2024</li> <li>b) I am good at learning to continue to be at or above 90%. It was 93% in 2024</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Redevelopment and consistent implementation of the Rosamond Instructional Framework (RIF), incorporating the High Impact Wellbeing Strategies.
<b>Actions</b>	PLTs will continue to develop the Rosamond Instructional Model with the alignment of the High Impact Wellbeing Strategies and High Impact Teaching Strategies.

	Staff will continue to be involved in peer observations and trailing aspects of the reviewed Instructional Framework. The PLTs will develop the supporting documentation for the redeveloped Rosamond Instructional Framework.			
<b>Outcomes</b>	The redevelopment of the Rosamond Instructional Model will impact the Teaching and Learning understanding of the staff through the critical analysis and review of the Model in light of the newly developed High Impact Wellbeing strategies. Staff will refamiliarise themselves with the Framework, redevelop the document and build this framework into lesson construction and implementation. A continued focus will be on building the capacity of the Leadership staff in developing a collaborative environment focusing on the use of data-based research and enabling staff to take ownership of the redeveloped Framework. Increased engagement of staff and a greater understanding of Teaching and Learning will promote student engagement and the number of students attaining Growth as defined by the Rosamond Growth Indicator.			
<b>Success Indicators</b>	<p>Increase the percentage of all students making progress on the Rosamond Growth Indicator (RGI)</p> <ul style="list-style-type: none"> <li>a) In reading and viewing from a 2019 to 2023 average of 81.5% to 86%</li> <li>b) In speaking and listening from a 2019 to 2023 average of 56.8% to 62%</li> <li>c) In writing from 2019 to 2023 average of 77.2% to 82%</li> <li>d) In number from a 2019 to 2023 average of 73.3% to 78%</li> <li>e) In measurement from a 2019 to 2023 average of 81.7% to 86%</li> <li>f) In statistic from a 2019 to 2023 average of 84% to 89%</li> </ul> <p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <ul style="list-style-type: none"> <li>a) I want to learn new things to continue to be at or above 90%. It was 92.2% in 2024</li> <li>b) I am good at learning to continue to be at or above 90%. It was 93% in 2024</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
PLTs will continue to develop the Rosamond Instructional Model with the alignment of the High Impact Wellbeing Strategies and High Impact Teaching Strategies.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 2	\$0.00

Staff will continue to be involved in peer observations and trailing aspects of the reviewed Instructional Framework.		☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	\$3,000.00  ☑ Other funding will be used
The PLTs will develop the supporting documentation for the redeveloped Rosamond Instructional Framework.		☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Use Professional Learning Community (PLC) structures to support teacher collaboration and professional sharing in implementation of the RIF.				
<b>Actions</b>	To continue to develop the meeting focus and agendas to enable teacher collaboration. Provision of a consistent environment in which to meet and collaborate. Continue to promote the capacity of the PLT Leaders.				
<b>Outcomes</b>	The PLTs will engage in a process for using data informed documents and evidence based practices to rebuild the Instructional Framework. School structure will continue to prioritises meeting time for PLT groups and the provision of focused agendas along with evidence of minutes/actions.				
<b>Success Indicators</b>	PLT planners, agendas and minutes demonstrating the provision of time to allow staff to collaborate and analyse data informed documents, such as the High Impact Wellbeing & Teaching Strategies’.				
<b>Activities</b>	<b>People responsible</b>		<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

To continue to develop the meeting focus and agendas to enable teacher collaboration.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
PLTs will continue to use Peer Observations and Professional Development opportunities to promote and support teacher collaboration.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Continue to improve PLT practice via regular PLT Leadership collaboration.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLT leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>Goal 2</b>	For all students to thrive and flourish.			
<b>12-month target 2.1</b>	Decreasing the percentage of all students with 20 or more days absence from 54% in 2023 to 51%			
<b>12-month target 2.2</b>	Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100%.			
<b>12-month target 2.3</b>	Continue to assess the Victorian Curriculum Personal and Social Capabilities levels (Self-Awareness and Management and/or Social Awareness and Management Strands) using the Rosamond Growth Indicator to establish the baseline of student results.			
<b>12-month target 2.4</b>	Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS): I am happy to be at this school to continue to be above 90%. It was 90.7% in 2024 I like this school to continue to be above 90%. It was 92.1% in 2024. I feel like I belong at this school to continue to be above 90%. It was 92.2% in 2024. I feel safe at this school to continue to be above 90%; It was 93.2% in 2024 I know where to get help if someone hurts me or if I feel upset to continue to be above 90%. It was 92.2% in 2024. I try again when I don't get things right to continue to be above 90%. It was 90.6% in 2024 I try my best to continue to be above 90%. It was 94% in 2024.			

	I have friends at school to continue to be above 90%. It was 92.2% in 2024.
<b>KIS 2.a</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	Further development of the whole school approach to student wellbeing and engagement
<b>Actions</b>	<p>Continue to provide further opportunities in relation to post-school options.</p> <p>Provide Professional Learning on the roles and responsibilities for student welfare at the school and development of the referral system and explanation to whole staff'</p> <p>Ensure targeted Professional Learning in relation to mental health and wellbeing, with a specific focus on trauma informed practices via whole school involvement in ReLATE training and emotional regulation via DIR Floortime Professional Learning.</p> <p>To further improve the internal and external referral processes and promote primary prevention supports such as Youth Workers or Art Therapist.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Raised awareness of trauma informed practices</li> <li>• Improved safety, engagement and connectedness to school</li> <li>• Higher levels of engagement and knowledge in relation to self-awareness and healthy choices</li> <li>• Continued promotion of student voice, agency and advocacy</li> <li>• improved understanding of the internal referral processes utilised at Rosamond</li> <li>• Greater knowledge of emotional regulation for both students and staff.</li> </ul>
<b>Success Indicators</b>	<p>Decreasing the percentage of all students with 20 or more days absence from 54% in 2023 to 51%</p> <p>Maintain the percentage of student's positive post-school destinations (education, services and/or work) at 100%</p> <p>Continue to assess the Victorian Curriculum Personal and Social Capabilities levels (Self-Awareness and Management and/or Social Awareness and Management Strands) using the Rosamond Growth Indicator to establish the baseline of student results.</p>

	<p>Maintain the percentage of all students responding with yes to the following items on the Rosamond Student Survey (RSS):</p> <p>I am happy to be at this school to continue to be above 90%. It was 90.7% in 2024</p> <p>I like this school to continue to be above 90%. It was 92.1% in 2024.</p> <p>I feel like I belong at this school to continue to be above 90%. It was 92.2% in 2024.</p> <p>I feel safe at this school to continue to be above 90%; It was 93.2% in 2024</p> <p>I know where to get help if someone hurts me or if I feel upset to continue to be above 90%. It was 92.2% in 2024.</p> <p>I try again when I don't get things right to continue to be above 90%. It was 90.6% in 2024</p> <p>I try my best to continue to be above 90%. It was 94% in 2024.</p> <p>I have friends at school to continue to be above 90%. It was 92.2% in 2024.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue the development of a common understanding of key mental health terms, across the school, via the ReLATE Professional Learning model.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
To continue to provide Professional Learning on the roles and responsibilities for Student Wellbeing within the school and its internal referral system.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
The ongoing employment of a Youth Worker within our Wellbeing Team.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$28,667.00  <input checked="" type="checkbox"/> Equity funding will be used

To further improve the external and internal referral process regarding student wellbeing, inclusion and engagement.		<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
To continue the utilisation of outsourced Mental Health and Mindfulness Programs, via the inclusion of Canine Comprehension and Bluearth.		<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$34,000.00  <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 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to strengthen partnerships with families and carers that enhance student learning and wellbeing				
<b>Actions</b>	To continue to offer Open Afternoons for each section of the school and all areas of the curriculum, including post compulsory pathways and Specialist areas. To continue to develop relationships with external Wellbeing/ Mental Health providers/supports.				
<b>Outcomes</b>	External community members will have greater connectedness opportunities with the school and a greater understanding of its operations. Our learning community will have greater access to internal sources of information.				



<b>Success Indicators</b>	Open afternoons for parents/carers to be able to come in and see the operation of their child's classroom and/or attend post-school information events will have increased numbers of parent/carers attending.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
To continue to offer Open Afternoons for each section of the school and all areas of the curriculum, including post compulsory pathways and Specialist areas.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
To continue to develop relationships with external Wellbeing/ Mental Health providers/supports.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$56,213.30	\$56,213.30	\$0.00
Disability Inclusion Tier 2 Funding	\$87,450.71	\$87,450.71	\$0.00
Schools Mental Health Fund and Menu	\$27,602.50	\$27,602.50	\$0.00
<b>Total</b>	<b>\$171,266.51</b>	<b>\$171,266.51</b>	<b>\$0.00</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Continue the development of a common understanding of key mental health terms, across the school, via the ReLATE Professional Learning model.	\$12,000.00
The ongoing employment of a Youth Worker within our Wellbeing Team.	\$28,667.00
To continue the utilisation of outsourced Mental Health and Mindfulness Programs, via the inclusion of Canine Comprehension and Blueearth.	\$34,000.00
<b>Totals</b>	<b>\$74,667.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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The ongoing employment of a Youth Worker within our Wellbeing Team.	from: Term 1 to: Term 4	\$28,667.00	☑ School-based staffing
<b>Totals</b>		\$28,667.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue the development of a common understanding of key mental health terms, across the school, via the ReLATE Professional Learning model.	from: Term 1 to: Term 4	\$12,000.00	☑ Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<b>Totals</b>		\$12,000.00	

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

Activities and milestones	When	Funding allocated (\$)	Category
To continue the utilisation of outsourced Mental Health and Mindfulness Programs, via the inclusion of Canine Comprehension and Bluearth.	from: Term 1 to: Term 4	\$22,800.00	☑ Animal Therapists <p><b>This activity will use Mental Health Menu programs</b></p> <ul style="list-style-type: none"> <li>○ Program delivered in school by external service provider</li> </ul>
<b>Totals</b>		\$22,800.00	

### Additional funding planner – Total Budget

Activities and milestones	Budget
Staffing to support students in the classroom as well as therapeutic programs.	
Ongoing training for companion dog	
Allied Health support staff.	
<b>Totals</b>	<b>\$0.00</b>

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Staffing to support students in the classroom as well as therapeutic programs.			
Ongoing training for companion dog			
Allied Health support staff.		\$27,546.30	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		<b>\$27,546.30</b>	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Staffing to support students in the classroom as well as therapeutic programs.		\$75,450.71	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>•</li> </ul>
Ongoing training for companion dog			
Allied Health support staff.			
<b>Totals</b>		\$75,450.71	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Staffing to support students in the classroom as well as therapeutic programs.			
Ongoing training for companion dog		\$4,802.50	<input checked="" type="checkbox"/> Animal Therapists
Allied Health support staff.			
<b>Totals</b>		\$4,802.50	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PLTs will continue to develop the Rosamond Instructional Model with the alignment of the High Impact Wellbeing Strategies and High Impact Teaching Strategies.	✓ All staff	from: Term 1 to: Term 2	✓ Planning ✓ Collaborative inquiry/action research team	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ High Impact Teaching Strategies (HITS)	✓ On-site
Staff will continue to be involved in peer observations and trailing aspects of the reviewed Instructional Framework.	✓ Teacher(s)	from: Term 2 to: Term 4	✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection	✓ PLC/PLT meeting	✓ Internal staff ✓ High Impact Teaching Strategies (HITS)	✓ On-site
The PLTs will develop the supporting documentation for the redeveloped Rosamond Instructional Framework.	✓ All staff	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Collaborative inquiry/action research team	✓ PLC/PLT meeting	✓ Internal staff ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS)	✓ On-site
Continue to improve PLT practice via regular PLT Leadership collaboration.	✓ Assistant principal ✓ PLT leaders	from: Term 1 to: Term 4	✓ Collaborative inquiry/action research team ✓ Formalised PLC/PLTs	✓ PLC/PLT meeting	✓ Internal staff	✓ On-site

Continue the development of a common understanding of key mental health terms, across the school, via the ReLATE Professional Learning model.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants MacKillop Institute	<input checked="" type="checkbox"/> On-site
To continue to provide Professional Learning on the roles and responsibilities for Student Wellbeing within the school and its internal referral system.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	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"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site