

# 2023 Annual Implementation Plan

## for improving student outcomes

Leongatha Secondary College (8745)



Submitted for review by Brad Hutchinson (School Principal) on 12 April, 2023 at 01:27 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 17 April, 2023 at 08:19 PM

Endorsed by Tracy Vanderzalm (School Council President) on 24 April, 2023 at 02:50 PM

## Self-evaluation Summary - 2023

	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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	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>		<p>2022 has been a year of positive growth and improvement with respect to learning and wellbeing. Pockets of excellence have emerged and we should look to evaluate why these strategies and approaches have worked well and look to replicate these.</p> <p>The monitoring of approaches and strategies is still able to improve.</p>

<b>Considerations for 2023</b>	<p>Improving consistency of practice between classrooms with respect to embedding formative assessment pedagogies.</p> <p>Utilising data to target cohorts of students requiring additional support with wellbeing or learning or extension of learning</p> <p>Building of understanding and refinement of IEPs across the college.</p> <p>A focus on improving attendance of students.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Improve learning growth for our students
<b>Target 2.1</b>	By 2024 the proportion of Year 9 students achieving high benchmark growth in NAPLAN Writing will increase from 20 per cent in 2019 to 26 per cent and low benchmark growth will decrease from 27 per cent in 2019 to 25 per cent.
<b>Target 2.2</b>	By 2024 the proportion of Year 9 students achieving high benchmark growth in NAPLAN Reading will increase from 22 per cent in 2019 to 26 per cent and low benchmark growth will decrease from 35 per cent in 2019 to 26 per cent.

<b>Target 2.3</b>	By 2024 the proportion of Year 9 students achieving high Victorian Curriculum teacher judgement growth in Reading and viewing will increase from 16 per cent in 2019 to 25 per cent and low teacher judgement growth will decrease from 17 per cent in 2019 to 10 per cent.
<b>Target 2.4</b>	By 2024 the proportion of Year 9 students achieving high Victorian Curriculum teacher judgement growth in Writing will increase from 21 per cent in 2019 to 25 per cent and low teacher judgement growth will decrease from 17 per cent in 2019 to 10 per cent.
<b>Target 2.5</b>	By 2024, increase the mean VCE school study score from 27.3 to 28.5.
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Research, implement and embed an agreed instructional model.
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Build staff capability to use formative assessment to improve teaching practice and differentiate learning for all students.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Improve teaching through inquiry based collaboration and feedback practices
<b>Goal 3</b>	Improve engagement for our students
<b>Target 3.1</b>	<p>By 2024 increase student positive response in the Student Attitudes to School survey in the following elements:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting, from 51 per cent in 2019 to 60 per cent.</li> </ul>

	<ul style="list-style-type: none"> <li>• Stimulated learning from 42 per cent in 2019 to 50 per cent.</li> <li>• Student voice and agency from 32 per cent in 2019 to 45 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2024 increase teacher positive response rate in the following student engagement indicators on the School Staff survey:</p> <ul style="list-style-type: none"> <li>• Focus learning on real life problems; from 28 per cent in 2019 to 40 per cent.</li> <li>• Promote student ownership of goals; from 44 per cent in 2019 to 55 per cent.</li> <li>• Believe student engagement is key to learning; from 64 per cent in 2019 to 72 per cent.</li> </ul>
<b>Target 3.3</b>	<p>By 2024 to decrease student absent rates:</p> <ul style="list-style-type: none"> <li>• For 20+ days from 40 per cent in 2019 to be at or below 30 per cent.</li> <li>• All absences from 24.6 days in 2020 to be at or below 20 days per student.</li> <li>• Unapproved absences from 12.3 days in 2020 to be at or below 7 days per student.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Build staff capability to ensure there is improved student voice and agency in all areas of learning.
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Embed the use of the school developed Effective learner traits and the Effective teacher traits to improve student engagement.
<b>Goal 4</b>	Improve wellbeing for our students

<b>Target 4.1</b>	<p>By 2024 increase student positive response rate in the following wellbeing indicators in the Student attitudes to school survey:</p> <ul style="list-style-type: none"> <li>• Advocate at school from 56 per cent in 2019 to 65 per cent</li> <li>• Respect for diversity from 41 per cent in 2019 to 50 per cent</li> <li>• Sense of connectedness from 48 per cent in 2019 to 55 per cent</li> <li>• Teacher concern from 30 per cent in 2019 to 40 per cent</li> </ul>
<b>Target 4.2</b>	<p>By 2024 increase parent positive response in the following wellbeing indicators in the Parent opinion survey:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 75% in 2019 to 80%</li> <li>• Not experience of bullying, from 64% in 2019 to 70%</li> <li>• Managing bullying, from 73% in 2019 to 80%</li> <li>• Promoting positive behaviour, from 67% in 2019 to 75%</li> <li>• Respect for diversity from 79% in 2019 to 85%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	<p>Create a high functioning Community of Practice within the precinct to enhance student transition and wellbeing.</p>
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	<p>Build high quality positive, professional student-teacher relationships across the college that enable students to build a high sense of connectedness to our school.</p>





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Increase the positive response rate for the following student wellbeing indicators on the AtoSS:- Advocate at school from 69% in 2022 to 72%- Respect for diversity from 43% in 2022 to 48%- Sense of connectedness from 47% in 2022 to 55%- Teacher Concern from 35% in 2022 to 40%Engage greater than 50% of teaching staff throughout the year in regular coaching sessions (1 hour per f/night) with a focus on improving High-Impact Teaching Strategies (HITs)Each faculty will engage in 3 x Inquiry cycles (PLCs) throughout the year with a focus on improving one or more aspects of collaborative planning, lesson delivery and/or other teaching practices.Increase the average GPA of student cohort across the year (specifically Tier 2 & 3 identified students)Reduction in behavioural referrals of identified Tier 2 & 3 across the yearDecrease student absent rates:- For 20+ days from 48% in 2022 to be at or below 30%- All absences from 29.9 days in 2022 to be at or below 20 days per student.- Unapproved absences from 11.1 days in 2022 to be at or below 7 days per student.

Improve learning growth for our students	No	By 2024 the proportion of Year 9 students achieving high benchmark growth in NAPLAN Writing will increase from 20 per cent in 2019 to 26 per cent and low benchmark growth will decrease from 27 per cent in 2019 to 25 per cent.	
		By 2024 the proportion of Year 9 students achieving high benchmark growth in NAPLAN Reading will increase from 22 per cent in 2019 to 26 per cent and low benchmark growth will decrease from 35 per cent in 2019 to 26 per cent.	
		By 2024 the proportion of Year 9 students achieving high Victorian Curriculum teacher judgement growth in Reading and viewing will increase from 16 per cent in 2019 to 25 per cent and low teacher judgement growth will decrease from 17 per cent in 2019 to 10 per cent.	
		By 2024 the proportion of Year 9 students achieving high Victorian Curriculum teacher judgement growth in Writing will increase from 21 per cent in 2019 to 25 per cent and low teacher judgement growth will decrease from 17 per cent in 2019 to 10 per cent.	
		By 2024, increase the mean VCE school study score from 27.3 to 28.5.	
Improve engagement for our students	No	<p>By 2024 increase student positive response in the Student Attitudes to School survey in the following elements:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting, from 51 per cent in 2019 to 60 per cent.</li> <li>• Stimulated learning from 42 per cent in 2019 to 50 per cent.</li> <li>• Student voice and agency from 32 per cent in 2019 to 45 per cent.</li> </ul>	

		<p>By 2024 increase teacher positive response rate in the following student engagement indicators on the School Staff survey:</p> <ul style="list-style-type: none"> <li>• Focus learning on real life problems; from 28 per cent in 2019 to 40 per cent.</li> <li>• Promote student ownership of goals; from 44 per cent in 2019 to 55 per cent.</li> <li>• Believe student engagement is key to learning; from 64 per cent in 2019 to 72 per cent.</li> </ul>	
		<p>By 2024 to decrease student absent rates:</p> <ul style="list-style-type: none"> <li>• For 20+ days from 40 per cent in 2019 to be at or below 30 per cent.</li> <li>• All absences from 24.6 days in 2020 to be at or below 20 days per student.</li> <li>• Unapproved absences from 12.3 days in 2020 to be at or below 7 days per student.</li> </ul>	
Improve wellbeing for our students	No	<p>By 2024 increase student positive response rate in the following wellbeing indicators in the Student attitudes to school survey:</p> <ul style="list-style-type: none"> <li>• Advocate at school from 56 per cent in 2019 to 65 per cent</li> <li>• Respect for diversity from 41 per cent in 2019 to 50 per cent</li> <li>• Sense of connectedness from 48 per cent in 2019 to 55 per cent</li> <li>• Teacher concern from 30 per cent in 2019 to 40 per cent</li> </ul>	
		<p>By 2024 increase parent positive response in the following wellbeing indicators in the Parent opinion survey:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 75% in 2019 to 80%</li> <li>• Not experience of bullying, from 64% in 2019 to 70%</li> <li>• Managing bullying, from 73% in 2019 to 80%</li> <li>• Promoting positive behaviour, from 67% in 2019 to 75%</li> <li>• Respect for diversity from 79% in 2019 to 85%</li> </ul>	

<b>Goal 1</b>	<b>2023 Priorities Goal</b> <b>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</b>	
<b>12 Month Target 1.1</b>	<p>Increase the positive response rate for the following student wellbeing indicators on the AtoSS:</p> <ul style="list-style-type: none"> <li>- Advocate at school from 69% in 2022 to 72%</li> <li>- Respect for diversity from 43% in 2022 to 48%</li> <li>- Sense of connectedness from 47% in 2022 to 55%</li> <li>- Teacher Concern from 35% in 2022 to 40%</li> </ul> <p>Engage greater than 50% of teaching staff throughout the year in regular coaching sessions (1 hour per f/night) with a focus on improving High-Impact Teaching Strategies (HITs)</p> <p>Each faculty will engage in 3 x Inquiry cycles (PLCs) throughout the year with a focus on improving one or more aspects of collaborative planning, lesson delivery and/or other teaching practices.</p> <p>Increase the average GPA of student cohort across the year (specifically Tier 2 &amp; 3 identified students)</p> <p>Reduction in behavioural referrals of identified Tier 2 &amp; 3 across the year</p> <p>Decrease student absent rates:</p> <ul style="list-style-type: none"> <li>- For 20+ days from 48% in 2022 to be at or below 30%</li> <li>- All absences from 29.9 days in 2022 to be at or below 20 days per student.</li> <li>- Unapproved absences from 11.1 days in 2022 to be at or below 7 days per student.</li> </ul>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2023 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 2023.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p>Increase the positive response rate for the following student wellbeing indicators on the AtoSS:</p> <ul style="list-style-type: none"> <li>- Advocate at school from 69% in 2022 to 72%</li> <li>- Respect for diversity from 43% in 2022 to 48%</li> <li>- Sense of connectedness from 47% in 2022 to 55%</li> <li>- Teacher Concern from 35% in 2022 to 40%</li> </ul> <p>Engage greater than 50% of teaching staff throughout the year in regular coaching sessions (1 hour per f/night) with a focus on improving High-Impact Teaching Strategies (HITs)</p> <p>Each faculty will engage in 3 x Inquiry cycles (PLCs) throughout the year with a focus on improving one or more aspects of collaborative planning, lesson delivery and/or other teaching practices.</p> <p>Increase the average GPA of student cohort across the year (specifically Tier 2 &amp; 3 identified students)</p> <p>Reduction in behavioural referrals of identified Tier 2 &amp; 3 across the year</p> <p>Decrease student absent rates:</p> <ul style="list-style-type: none"> <li>- For 20+ days from 48% in 2022 to be at or below 30%</li> <li>- All absences from 29.9 days in 2022 to be at or below 20 days per student.</li> <li>- Unapproved absences from 11.1 days in 2022 to be at or below 7 days per student.</li> </ul>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Enhance the peer coaching model to support consistent implementation of agreed college practices and High Impact Teaching Strategies in the classroom</p> <p>Introduce a Leading Teacher position focussed on implementing all facets of the Disability Inclusion reform (Differentiation in the classroom)</p> <p>Identify students who have thrived (using available data sets) and extend their learning within class and via other extension</p>

	opportunities Identify student who need scaffolding with their learning within class and via other additional intervention approaches				
Outcomes	Leaders will promote the benefits of engaging in peer coaching and develop their own coaching skills, including inviting teachers to observe their own classes Leaders will use multiple sources of evidence to track peer coaching implementation including barriers and enablers Leaders will resource extension opportunities for students who have thrived Teachers will understand the importance of utilising the student data (provided by leadership) to inform their planning, assessment and pedagogy Teachers will harness the PLC inquiry cycle process and/or utilise coaches within the college to focus on specific and identified practice improvement Teachers will increase the level of conferencing with students as part of their teaching practice and focus learning on real life problems Students will identify goals for their own learning within lessons Students will indicate that they are stimulated in their learning and have opportunity to have voice and agency in their learning Students will indicate that teachers have concern for them and their learning.				
Success Indicators	Early indicators: - Resources will be allocated to see that all identified vulnerable cohorts have learning support interventions in place - Resources will be allocated to see that all identified students who have thrived have access to extension opportunities - Staff will have specific data made available to them by leaders to support in the planning, assessment and improvement of pedagogical practices - Staff surveys will indicate increased uptake and value in engaging in peer coaching - Monitoring of student goal setting and surveys will indicate progress toward achieving aligned AtoSS indicators  Late indicators: - An increase in positive endorsement will be present for the following Student Attitude to School Survey (AtoSS) factors: stimulated learning, student voice and agency, self-regulation and goal setting - An increase in positive endorsement will be present for the following School Staff Survey (SSS) factors: focus on real life problems, promote student ownership of goals, believe student engagement is key for learning				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Develop an agreed peer coaching and improve our PLC model, including frequency, dose, focus areas and feedback tracking mechanisms incl. Development Day		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00



			to: Term 1	<input checked="" 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
Peer Coaching - Monitoring (Term 1) - Development and use of Monitoring Tool that will identify HITs primarily focussed upon by staff. Subsequent PL opportunities will be linked to this data.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00  <input checked="" 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
Undertake learning walks and observations to determine / validate 2022 survey feedback from staff regarding the application of differentiation in the classroom	<input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00  <input checked="" 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
Provide all classroom teachers with a data snapshot of their students that can be utilised for the purposes of "getting to know their students" and improving aspects of their planning, assessment and pedagogy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Utilise available datasets to identify students who have thrived and can be extended in their learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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

Utilise available datasets to identify students who will need scaffolding with their learning within class and via other additional intervention approaches incl. development/planning days	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,745.00  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Develop an agreed high quality practice checklist for the development, maintenance and improvement of individual faculty curriculums (Guaranteed and Viable Curriculum - GVC)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" 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
Monitoring (via agreed high quality practice checklist) and support to improve the GVC across all curriculum areas - incl. Planning and Development Sessions w/ Learning Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" 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 Inquiry Cycle - Improvement focus each term (Set-up and review of each cycle)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input 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
Numeracy Student Voice Teams - Establish and Monitor elements linked with the Maths Faculty's Vision for Learning	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Utilise the Staying in Education Dashboard to identify individuals and cohorts of students requiring additional support</p> <p>Develop a targeted approach to improving student attendance rates</p> <p>Introduce a Leading Teacher position focussed on implementing all facets of the Disability Inclusion reform (Improvement processes and structures of IEPs, SSGs and DIPs)</p> <p>Investigate, develop and pilot the introduction of a morning homeroom routine and program focussed on Social Emotional Learning (SEL)</p> <p>Investigate, develop and pilot the introduction of a more formalised student social engagement and activities program</p>			
<b>Outcomes</b>	<p>Leaders will use the Staying in Education Dashboard and other datasets to make informed decisions about resourcing the wellbeing resourcing needs of students and staff</p> <p>Leaders will provide teachers with specific data that will support them in the planning, assessment and improvement of pedagogical practices</p> <p>Leaders will improve the IEP template and associated process for obtaining information from and sharing information to staff</p> <p>Teachers will understand the importance of utilising the student data (provided by leadership) to inform their planning, assessment and pedagogy</p> <p>Teachers will harness the PLC inquiry cycle process and/or utilise coaches within the college to focus on specific and identified practice improvement</p> <p>Teachers will increase the level of conferencing with students as part of their teaching practice and focus learning on real life problems</p> <p>Students will have voice and agency in the development of the SEL program incorporated as part of the homeroom routine</p> <p>Students will regularly set goals as part of their learning and monitor their progress in achieving these (linked with feedback and assessment rubrics)</p> <p>Students will have increased levels of attendance</p>			
<b>Success Indicators</b>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Wellbeing resources will be allocated to see that all identified vulnerable cohorts have wellbeing support interventions in place</li> <li>- Universal and Responsive Student Attendance Intervention Approaches will be designed and in effect</li> <li>- Staff will have specific data made available to them by leaders to support in the planning, assessment and improvement of pedagogical practices</li> </ul>			

	<ul style="list-style-type: none"> <li>- Student attendance monitoring will indicate improvements in the overall attendance rate</li> <li>- Staff surveys will indicate increased uptake and value in engaging in peer coaching</li> <li>- Monitoring of student goal setting and surveys will indicate progress toward achieving aligned AtoSS indicators</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- An increase in positive endorsement will be present for the following Student Attitude to School Survey (AtoSS) factors: stimulated learning, student voice and agency, self-regulation and goal setting</li> <li>- An increase in positive endorsement will be present for the following School Staff Survey (SSS) factors: focus on real life problems, promote student ownership of goals, believe student engagement is key for learning</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and communicate an improved IEP template, making necessary changes to Compass to support the collection and distribution of data and information. Develop a template for drawing together datasets that will support teachers in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$173,178.59  <input type="checkbox"/> Equity funding will be used <input checked="" 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
Utilise available datasets to identify students who will benefit from additional wellbeing intervention approaches	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1.00  <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
Continue to use the agreed IGA Attendance Process/Approach to underpin attendance work in 2023. Include specific plan to follow up every student who misses more than 2 days in the first two weeks, paying particular attention to vulnerable cohorts and previously disengaged students.	<input checked="" type="checkbox"/> Administration Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$23,829.00  <input checked="" 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
Deliver Understanding Poverty Professional Learning incl. of resources	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00  <input checked="" 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>Tier 2 Interventions - Additional Staffing; Programs - Breakfast Club, Hands on Learning; Other - Purchasing of assistive technologies / ICT Programs (Cyberhound) and devices for identified students</p>	<p><input checked="" type="checkbox"/> Education Support  <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher  <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$214,708.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Tier 1 and 3 Interventions</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> Leading Teacher(s)  <input checked="" type="checkbox"/> School Leadership Team  <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 2  to:  Term 4</p>	<p>\$30,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" 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	\$275,537.52	\$275,537.52	\$0.00
Disability Inclusion Tier 2 Funding	\$225,752.59	\$201,923.59	\$23,829.00
Schools Mental Health Fund and Menu	\$72,967.72	\$30,000.00	\$42,967.72
<b>Total</b>	<b>\$574,257.83</b>	<b>\$507,461.11</b>	<b>\$66,796.72</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop an agreed peer coaching and improve our PLC model, including frequency, dose, focus areas and feedback tracking mechanisms incl. Development Day	\$3,000.00
Peer Coaching - Monitoring (Term 1) - Development and use of Monitoring Tool that will identify HITs primarily focussed upon by staff. Subsequent PL opportunities will be linked to this data.	\$1,500.00
Undertake learning walks and observations to determine / validate 2022 survey feedback from staff regarding the application of differentiation in the classroom	\$1,500.00
Provide all classroom teachers with a data snapshot of their students that can be utilised for the purposes of "getting to know their students" and improving aspects of their planning, assessment and pedagogy	\$2,000.00
Utilise available datasets to identify students who will need scaffolding with their learning within class and via other	\$26,745.00

additional intervention approaches incl. development/planning days	
Develop an agreed high quality practice checklist for the development, maintenance and improvement of individual faculty curriculums (Guaranteed and Viable Curriculum - GVC)	\$5,000.00
Monitoring (via agreed high quality practice checklist) and support to improve the GVC across all curriculum areas - incl. Planning and Development Sessions w/ Learning Leaders	\$6,000.00
Develop and communicate an improved IEP template, making necessary changes to Compass to support the collection and distribution of data and information. Develop a template for drawing together datasets that will support teachers in the classroom	\$173,178.59
Continue to use the agreed IGA Attendance Process/Approach to underpin attendance work in 2023. Include specific plan to follow up every student who misses more than 2 days in the first two weeks, paying particular attention to vulnerable cohorts and previously disengaged students.	\$23,829.00
Deliver Understanding Poverty Professional Learning incl. of resources	\$20,000.00
Tier 2 Interventions - Additional Staffing; Programs - Breakfast Club, Hands on Learning; Other - Purchasing of assistive technologies / ICT Programs (Cyberhound) and devices for identified students	\$214,708.00
Tier 1 and 3 Interventions	\$30,000.00
<b>Totals</b>	<b>\$507,460.59</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop an agreed peer coaching and improve our PLC model, including frequency, dose, focus areas and feedback tracking mechanisms incl. Development Day	from: Term 1 to: Term 1	\$3,000.00	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Peer Coaching - Monitoring (Term 1) - Development and use of Monitoring Tool that will identify HITs primarily focussed upon by staff. Subsequent PL opportunities will be linked to this data.	from: Term 1 to: Term 1	\$1,500.00	<input checked="" type="checkbox"/> CRT
Undertake learning walks and observations to determine / validate 2022 survey feedback from staff regarding the application of differentiation in the classroom	from: Term 1 to: Term 2	\$1,500.00	<input checked="" type="checkbox"/> CRT
Develop an agreed high quality practice checklist for the development, maintenance and improvement of individual faculty curriculums (Guaranteed and Viable Curriculum - GVC)	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Monitoring (via agreed high quality practice checklist) and support to improve the GVC across all curriculum areas - incl. Planning and Development Sessions w/ Learning Leaders	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> CRT
Continue to use the agreed IGA Attendance Process/Approach to underpin attendance work in 2023. Include specific plan to follow up	from: Term 1	\$23,829.00	<input checked="" type="checkbox"/> School-based staffing

every student who misses more than 2 days in the first two weeks, paying particular attention to vulnerable cohorts and previously disengaged students.	to: Term 4		
Deliver Understanding Poverty Professional Learning incl. of resources	from: Term 1 to: Term 1	\$20,000.00	✓ Professional development (excluding CRT costs and new FTE)
Tier 2 Interventions - Additional Staffing; Programs - Breakfast Club, Hands on Learning; Other - Purchasing of assistive technologies / ICT Programs (Cyberhound) and devices for identified students	from: Term 1 to: Term 4	\$214,708.52	✓ School-based staffing ✓ Support services
<b>Totals</b>		<b>\$275,537.52</b>	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide all classroom teachers with a data snapshot of their students that can be utilised for the purposes of "getting to know their students" and improving aspects of their planning, assessment and pedagogy	from: Term 1 to: Term 2	\$2,000.00	✓ Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> <li>Other Online student database / Data Wall development</li> </ul> ✓ Professional learning for school-based staff <ul style="list-style-type: none"> <li>Whole school</li> </ul>

Utilise available datasets to identify students who will need scaffolding with their learning within class and via other additional intervention approaches incl. development/planning days	from: Term 1 to: Term 4	\$26,745.00	<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>
Develop and communicate an improved IEP template, making necessary changes to Compass to support the collection and distribution of data and information. Develop a template for drawing together datasets that will support teachers in the classroom	from: Term 1 to: Term 4	\$173,178.59	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education Support Staff</li> <li>• Leading Teacher</li> </ul>
<b>Totals</b>		\$201,923.59	

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

Activities and Milestones	When	Funding allocated (\$)	Category
Tier 1 and 3 Interventions	from: Term 2 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Active Schools (free)
<b>Totals</b>		\$30,000.00	

## 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
Deliver Understanding Poverty Professional Learning incl. of resources	✓ Principal	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Whole School Pupil Free Day	✓ External consultants Hawker Brownlow	✓ On-site