2022 Annual Implementation Plan

for improving student outcomes

Essendon Keilor College (8806)

Submitted for review by David Adamson (School Principal) on 28 February, 2022 at 09:45 AM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 22 June, 2022 at 03:12 PM
Endorsed by Nicole Kotoski (School Council President) on 22 June, 2022 at 03:15 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	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	

Enter your reflective comments	The findings from the School Review summarised the year as well. It showed that while there had not been overall improvement in students outcomes there were a number of achievements. There were fewer students in the bottom two bands of NAPLAN and VCE results had improved with a median study score of 27 in 2021. Survey data showed a strong culture of learning and that the preconditions for improvement in 2022 were present.

Considerations for 2022	The new Strategic plan clearly sets the agenda for 2022. Beginning with refreshing the Instructional Model, further developing the PLC work, strongly focussing on Student Voice and increasing the number of students in the top 2 bands.
Documents that support this plan	Essendon Keilor College (8806) - 2021-2025 - School Strategic Plan.docx (0.1 MB)

SSP Goals Targets and KIS

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement in all subjects at all year levels.
Target 2.1	(a) By 2025, the percentage of students who achieve Teacher Judgement results above the expected level will increase from 10% (2020) to at least 20% (2025). (b) By 2025, the percentage of students who achieve Teacher Judgement results below the expected level will decrease from 25% (2020) to less than 20% (2025).
Target 2.2	(a) By 2025, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from 12% in Reading, 4% in Writing and 11% in Numeracy (2021), to at least 20% in each (2025).

	(b) By 2025, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from 33% in Reading, 45% in Writing and 28% in Numeracy (2021) to 25% or less in each (2025).
Target 2.3	(a) By 2025, the percentage of students achieving low relative growth from Year 7 to Year 9 NAPLAN will decrease from 33% in Reading, 26% in Writing and 37% in Numeracy (2021), to 25% or less in each (2025). (b) By 2025, the percentage of students who achieve high relative growth from Year 7 to Year 9 NAPLAN will increase from 22% in Reading, 19% in Writing and 20% in Numeracy (2021) to at least 25% in each (2025).
Target 2.4	By 2025, the mean VCE All Studies score will increase from 24.8 (2020) to at least 28 (2025).
Target 2.5	By 2025, the percentage positive response on the SSS will increase from: • 55% (2020) to 65% (2025) for Academic emphasis • 66% (2020) to 75% (2025) for Collective efficacy.
Key Improvement Strategy 2.a Building practice excellence	Build a culture of consistency of practice.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.
Key Improvement Strategy 2.c	Build the instructional and shared leadership capacity of all staff.

Building leadership teams	
Goal 3	To improve student engagement in learning.
Target 3.1	By 2025, the percentage positive response on the AToSS will increase from: • 46% (2019) to 60% (2025) for Student voice and agency; • 53% (2019) to 65% (2025) for Stimulated learning; • 59% (2019) to 65% (2025) for Differentiated learning challenge; • 61% (2019) to 70% (2025) for Motivation and interest; • 63% (2019) to 70% (2025) for Self–regulation and goal setting.
Target 3.2	By 2025, the percentage positive response on the POS will increase from 83% (2020) to 87% (2025) for Student Agency and Voice.
Target 3.3	By 2025, the percentage positive response on the SSS will increase from: • 62% (2020) to 75% (2025) for Seeking feedback to improve performance • 21% (2020) to 50% (2025) for Professional learning through peer observation.
Key Improvement Strategy 3.a Empowering students and building school pride	To develop and implement a learner model that improves student agency in their learning.
Key Improvement Strategy 3.b	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.

Empowering students and building school pride	
Goal 4	To improve student wellbeing to support learning.
Target 4.1	By 2025, the number of absence days per student per year will decrease from the 2019 outcomes as shown: • Year 7 from 16.1 (2019) to 16 (2025) • Year 8 from 23.1 (2019) to 16 (2025) • Year 9 from 19.9 (2019) to 16 (2025) • Year 10 from 18.5 (2019) to 16 (2025) • Year 11 from 14.7 (2019) to 12 (2025) • Year 12 from 11.0 (2019) to 10 (2025)
Target 4.2	By 2025, the percentage positive response on the AToSS will increase from: • 49% (2019) to 60% (2025) for Respect for diversity • 48% (2019) to 60% (2025) for Sense of connectedness • 62% (2019) to 70% (2025) for Resilience.
Target 4.3	By 2025, the percentage positive response on the POS will increase from 82% (2020) to 87% (2025) for Confidence and resiliency skills.
Key Improvement Strategy 4.a	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.

Health and wellbeing	

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.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	See Teacher Judgement, NAPLAN and VCE targets below AToSS Targets Motivation and Interest: 55% Emotional awareness and regulation: 65% Sense of confidence: 60%
To improve student achievement in all subjects at all year levels.	Yes	(a) By 2025, the percentage of students who achieve Teacher Judgement results above the expected level will increase from 10% (2020) to at least 20% (2025). (b) By 2025, the percentage of students who achieve Teacher Judgement results below the expected level will decrease from 25% (2020) to less than 20% (2025).	a) Teacher Judgement results above the expected level will increase from 10% (2020) to 12.5% b) Teacher Judgement results below the expected level will decrease from 25% (2020) to 23%

		(a) By 2025, the percentage of students in the top 2 bands of Year 9 NAPLAN will increase from 12% in Reading, 4% in Writing and 11% in Numeracy (2021), to at least 20% in each (2025). (b) By 2025, the percentage of students in the bottom 2 bands of Year 9 NAPLAN will decrease from 33% in Reading, 45% in Writing and 28% in Numeracy (2021) to 25% or less in each (2025).	a) Reading: 14% Writing: 8% Numeracy: 14% b) Reading: 29% Writing: 40% Numeracy: 27%
		(a) By 2025, the percentage of students achieving low relative growth from Year 7 to Year 9 NAPLAN will decrease from 33% in Reading, 26% in Writing and 37% in Numeracy (2021), to 25% or less in each (2025). (b) By 2025, the percentage of students who achieve high relative growth from Year 7 to Year 9 NAPLAN will increase from 22% in Reading, 19% in Writing and 20% in Numeracy (2021) to at least 25% in each (2025).	a) Reading: 31% Writing: 25% Numeracy: 35% b) Reading: 23% Writing: 21% Numeracy: 21%
		By 2025, the mean VCE All Studies score will increase from 24.8 (2020) to at least 28 (2025).	2022: 28

		By 2025, the percentage positive response on the SSS will increase from: • 55% (2020) to 65% (2025) for Academic emphasis • 66% (2020) to 75% (2025) for Collective efficacy.	Academic emphasis; 57% Collective efficacy: 68%
To improve student engagement in learning.	Yes	By 2025, the percentage positive response on the AToSS will increase from: • 46% (2019) to 60% (2025) for Student voice and agency; • 53% (2019) to 65% (2025) for Stimulated learning; • 59% (2019) to 65% (2025) for Differentiated learning challenge; • 61% (2019) to 70% (2025) for Motivation and interest; • 63% (2019) to 70% (2025) for Self–regulation and goal setting.	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self–regulation and goal setting: 65%
		By 2025, the percentage positive response on the POS will increase from 83% (2020) to 87% (2025) for Student Agency and Voice.	85%
		By 2025, the percentage positive response on the SSS will increase from:	Seeking feedback to improve performance: 65% Professional learning through peer

		• 62% (2020) to 75% (2025) for Seeking feedback to improve performance • 21% (2020) to 50% (2025) for Professional learning through peer observation.	observation: 35%
To improve student wellbeing to support learning.	Yes	By 2025, the number of absence days per student per year will decrease from the 2019 outcomes as shown: • Year 7 from 16.1 (2019) to 16 (2025) • Year 8 from 23.1 (2019) to 16 (2025) • Year 9 from 19.9 (2019) to 16 (2025) • Year 10 from 18.5 (2019) to 16 (2025) • Year 11 from 14.7 (2019) to 12 (2025) • Year 12 from 11.0 (2019) to 10 (2025)	Year 7: 16.0 Year 8: 20.0 Year 9: 18.0 Year 10: 18.0 Year 11: 12.0 Year 12: 10.0
		By 2025, the percentage positive response on the AToSS will increase from: • 49% (2019) to 60% (2025) for Respect for diversity • 48% (2019) to 60% (2025) for Sense of connectedness • 62% (2019) to 70% (2025) for Resilience.	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 65%

		By 2025, the percentage positive response on the POS will increase from 82% (2020) to 87% (2025) for Confidence and resiliency skills.	Percentage of positive responses for Parent Opinion Survey: 85%

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	See Teacher Judgement, NAPLAN and VCE targets below AToSS Targets Motivation and Interest: 55% Emotional awareness and regulation: 65% Sense of confidence: 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student achievement in all subjects at all year levels.	
12 Month Target 2.1	a) Teacher Judgement results above the expected level will increase from 10% (2020) to 12.5% b) Teacher Judgement results below the expected level will decrease from 25% (2020) to 23%	
12 Month Target 2.2	a) Reading: 14% Writing: 8% Numeracy: 14% b) Reading: 29% Writing: 40% Numeracy: 27%	
12 Month Target 2.3	a) Reading: 31% Writing: 25% Numeracy: 35% b) Reading: 23% Writing: 21% Numeracy: 21%	
12 Month Target 2.4	2022: 28	
12 Month Target 2.5	Academic emphasis; 57% Collective efficacy: 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build a culture of consistency of practice.	Yes
KIS 2	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.	Yes

Evidence-based high-impact teaching strategies		
KIS 3 Building leadership teams	Build the instructional and shared leadership capacity of all staff.	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.	The School Review showed that there were inconsistent practices both within and across campuses. In 2022 there have been significant staff changes with teachers changing campuses and new teachers joining the college. A focus for the start of the year will be to review the Instructional Model (GANAG) and provide professional learning to ensure consistent implementation by new and existing staff. The Review showed that while teachers were experienced at examining data the findings are not always strongly linked to plan for the learning needs of all students. A focus for PLC's will be the explicit linking of formative and summative data to differentiation. A priority for 2022 will be to develop new leaders in the College and middle level leaders who are running KLA's and PLC's.	

Goal 3	To improve student engagement in learning.
12 Month Target 3.1	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self–regulation and goal setting: 65%
12 Month Target 3.2	85%
12 Month Target 3.3	Seeking feedback to improve performance: 65% Professional learning through peer observation: 35%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	To develop and implement a learner model that improves student agency in their learning.	Yes

Empowering students and building school pride		
KIS 2 Empowering students and building school pride	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.	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.	The Review showed that student voice had been limited to issues outside the classroom, or with respect to welfare. In 2022 the focus will be to develop staff and student capacity to collaborate around curriculum delivery and assessment. The starting point will be a review of the implementation of the Instructional Model including student discussions around the purpose and effectiveness of GANAG.	
Goal 4	To improve student wellbeing to support learning.	
12 Month Target 4.1	Year 7: 16.0 Year 8: 20.0 Year 9: 18.0 Year 10: 18.0 Year 11: 12.0 Year 12: 10.0	
12 Month Target 4.2	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 65%	
12 Month Target 4.3	Percentage of positive responses for Parent Opinion Survey: 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Health and wellbeing	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.	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.	The AToSS around health and wellbeing is consistent with comparable cohorts, however there was variation across the three campuses in the implementation of health and wellbeing strategies and the link between welfare and learning was not explicit. The SSP makes it clear that student wellbeing strategies must serve two purposes; support and engagement leading to learning growth.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	See Teacher Judgement, NAPLAN and VCE targets below AToSS Targets Motivation and Interest: 55% Emotional awareness and regulation: 65% Sense of confidence: 60%
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity to collect, analyse and use student data, with a specific focus on numeracy, to inform understanding of student needs and identify students needing additional support Use data to differentiate and then evaluate the impact of practice and the extent to which teaching motivates and engages students. Use teacher teams and established processes for engaging students in reviewing teaching practices, to ensure all students are appropriately challenged and extended.
Outcomes	Students will know what the next steps are in their learning Teacher lesson plans will show evidence of differentiation to provide support at the students point of need Staff on learning walks will observe differentiated lessons being implemented in the classroom and extra support provided Teachers and leaders will establish an intervention program using tutors, MYLNS teachers and HAPL teachers who will be providing extra support for identified students
Success Indicators	Early Indicators: Progress report data will identify students who are struggling in the classroom and need further support MYLNS data will identify student progress

	Tutoring program evaluation will show the impact on student learning Late Indicators: NAPLAN Teacher Judgements AToSS Attendance

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Strengthen the use of data at PLC Meetings to develop their PLC work and share their findings with other teachers in a collaborative framework	☑ Assistant Principal ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Implement wellbeing structures to ensure that leaders and teachers are able to provide additional programs for students with diverse wellbeing needs, and utilise external support/agencies if unable to provide these internally or in addition to internal supports. Evaluate student's wellbeing needs in consultation with parents/carers to provide timely and proactive access to wellbeing facilities and services
Outcomes	Students in need of wellbeing support are supported quickly and effectively at point of need and report improved wellbeing Teachers will plan for and implement prevention programs, such as SWPBS and Respectful Relations, to reduce to need for

	intervention with vulnerable students Staff will participate in professional development programs aimed at supporting student wellbeing Leaders will manage school resources effectively through the co-ordination of Campus SWC's, MHP, School Nurse, Careers Co-ordinator and Campus Student Management Teams
Success Indicators	Early Indicators: Delivery of professional learning programs - Safe Schools, Respectful Relationships, SWPBS Updated Respectful Relations and SWPBS curriculum Progress Report Data will identify students who are disengaged and need intervention Late Indicators: Attendance AToSS SSS Parent Survey Compass data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
A plan of support strategies will be developed and implemented including a review and updating of all wellbeing policies	☑ Assistant Principal ☑ Careers Leader/Team ☑ Leadership Team ☑ Numeracy Leader ☑ Respectful Relationships Implementation Team ☑ School Improvement Team ☑ SWPBS Leader/Team ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To improve student achievement in all subjects at all year levels.
12 Month Target 2.1	a) Teacher Judgement results above the expected level will increase from 10% (2020) to 12.5% b) Teacher Judgement results below the expected level will decrease from 25% (2020) to 23%
12 Month Target 2.2	a) Reading: 14% Writing: 8% Numeracy: 14% b) Reading: 29% Writing: 40% Numeracy: 27%
12 Month Target 2.3	a) Reading: 31% Writing: 25% Numeracy: 35% b) Reading: 23% Writing: 21% Numeracy: 21%
12 Month Target 2.4	2022: 28
12 Month Target 2.5	Academic emphasis; 57% Collective efficacy: 68%
KIS 1 Building practice excellence	Build a culture of consistency of practice.
Actions	Lead, implement and systematically monitor the use of the Instructional Model inclusive of evidence based teaching strategies to improve effective teaching and student learning. Develop and implement consistent curriculum documentation demonstrating the use of the Instructional Model that incorporates evidence-based teaching strategies, specifically differentiation
Outcomes	Students will know how lessons are structured and be able to report on the impact on their learning Teachers and Leaders will understand and be able to explain and use the Instructional model and evaluate its effectiveness to confidently identify student needs Teachers in PLCs will engage in reflective practice, evaluate and plan quality curriculum, assessment and lessons which demonstrates high expectations of academic success
Success Indicators	Early Indicators: Curriculum documents will reflect the use of the Instructional Model and show plans for differentiation

Classroom observations will show evidence of effective implementation of the Instructional Model
Student work samples will show evidence of the Instructional Model reflected in the structure and content

Late Indicators:
Teacher Judgements
NAPLAN
Progress Reports data
Other internal data sets such as PAT-R and PAT-N

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review the Instructional Model and provide professional development to ensure consistency of practice. Conduct Learning Walks to provide teachers with support and provide feedback on the implementation of the model	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$15,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evidence-based high-impact teaching strategies	Build teacher capacity to use data and assessment to plan for learning at the student's point of need.			
Actions	Embed the use of formative and summative data in PLCs to support teachers to identify the students point of need and collaborate in a reflective cycle of planning, teaching and assessment to adopt evidence informed practice Develop and implement a coaching framework and process to build teacher capacity to effectively use student data to plan and implement the curriculum			

Outcomes	Teachers will use student data and evidence to plan for an implement a differentiated curriculum Students will know what their next steps are to progress their learning and be able to construct and monitor learning goals Leaders will have supported the continuous development and documentation of data literacy and and classroom differentiation through coaching, learning walks and professional development
Success Indicators	Early Indicators: Learning walks will show teachers confidently implementing the Instructional model Coaching documents will show evidence of how teachers have been supported to improve their practice Curriculum documents will show how data is being used to plan for learning Notes from PLC's will show how leaders have developed teacher capacity Students using their learning data will be able to co-construct and monitor their own learning goals Late Indicators: Alignment of data sets - Teacher Judgements and NAPLAN SSS AToSS

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Data coaching framework is developed and implemented	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3	Build the instructional and shared leadership capacity of all staff.			

Building leadership teams	
Actions	Collaborate with students, staff and families to develop a unified College vision and ambition that is inclusive of College values, our high expectations and what we aim to achieve Build the capacity of PLC leaders and middle level leaders through targeted professional development and coaching/mentoring to drive continual school improvement Develop, implement and monitor leadership and staff roles, responsibilities and accountabilities that build high levels of collective efficacy and include high expectations of academic success
Outcomes	Students will report that they are being challenged in their learning Staff demonstrate high levels of collective efficacy and focus on academic emphasis for all elements of school improvement and student achievement, engagement and wellbeing Leaders, teachers and College Council work together to maintain a focus on improvement across the school Leaders establish a culture of review, responsibility and shared accountability among all staff in ensuring school improvement Leaders can rely on one another, are motivated and work harmoniously to provide resilient, shared leadership Improvement structures and processes are understood, adhered to and monitor the improvement strategies
Success Indicators	Early indicators: The timetable and meeting schedules prioritise collaboration for improvement across all teams Notes from SIT and Leadership meetings will show evidence of progress in implementing Key Improvement Strategies A unified vision is developed Late indicators: SSS AToSS Parent Opinion Survey

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a working party to co-construct the College Vision using a collaborative process with students, staff families and community Establish and monitor PLC structures and processes to build PLC Leader capacity using professional learning and coaching Embed and organisational design that shows a clear line of	☑ Assistant Principal ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$5,000.00

responsibility and accountability in line with the 2022-2025 Strategic Plan	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To improve student engagement in learning.
12 Month Target 3.1	Student voice and agency: 50% Stimulated learning: 55% Differentiated learning challenge: 60% Motivation and interest: 65% Self–regulation and goal setting: 65%
12 Month Target 3.2	85%
12 Month Target 3.3	Seeking feedback to improve performance: 65% Professional learning through peer observation: 35%
KIS 1 Empowering students and building school pride	To develop and implement a learner model that improves student agency in their learning.
Actions	Establish in consultation with teachers and students, a clear and ideal model of what a learner with voice and agency looks like and align this with the instructional model Implement and monitor the Learner Voice and Agency model using agreed structures and processes

Outcomes	Students are actively involved in the design and implementation of school programs and policy, creating student-led learning and engagement opportunities Leaders and teachers continually engage with, listen to and respond to the full range of student views, priorities and feedback Teachers help to develop students' communication and leadership skills, working with a variety of community members to provide opportunities for students to practice these skills Leaders, teachers and students regularly use student perception and engagement data when making decisions about curriculum and planning
Success Indicators	Early indicators: Documentation of a Learner Model which demonstrates a learner with voice and agency at the centre and is aligned with the Instructional model Students are reporting an understanding of the Learner model and evidence that they are actively involved in the structures and processes to create student led belonging and engagement Students and teachers are using the Learner Model and agreed structures and processes to make decisions about curriculum and planning Late indicators: AToSS data Progress Reports data Attendance data Compass data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review existing processes to capture school and community views and understandings of student voice and agency Develop and implement a learner model Develop student leadership skills in all students and provide opportunities for all students to practice these	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Empowering students and building school pride	To develop the capacity of staff to create and implement an engaging learning environment in collaboration with students.
Actions	Develop and implement a program of classroom observations providing feedback on the HITS, what is working and having a positive impact on student engagement and learning to inform and develop teacher practice Provide ongoing support for adult-student partnerships by establishing clear structures and responsibilities for implementing mutually agreeable goals Establish student voice and action teams that have a clear link between school improvement and student voice
Outcomes	Leaders use data collected through the school's positive behaviours framework to monitor and minimise the risk of student disengagement Leaders and teachers implement evidence based teaching practice and build positive relationships to strengthen students' engagement, effort and belief in their capacity to succeed Leaders and teachers receive feedback identifying the level of student support across all classes, helping to provide safe and welcoming environments for point of need learning
Success Indicators	Early indicators: Coaching notes will show how students and staff are using goal setting, feedback and differentiation to positively influence the learning environment Clear structures and processes will be documented and enacted and show progress such as students voice and action teams Late indicators: AToSS data Progress Reports data Attendance data Compass data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and embed classroom observation program Develop skills and competencies to use two way feedback, student/teacher and teacher/student to assist with the co-construction of student learning goals Organise and launch the Student Voice and Action Teams working on agreed topics of school improvement	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	To improve student wellbeing to support learning.
12 Month Target 4.1	Year 7: 16.0 Year 8: 20.0 Year 9: 18.0 Year 10: 18.0 Year 11: 12.0 Year 12: 10.0
12 Month Target 4.2	Respect for diversity: 52% Sense of connectedness: 53% Resilience: 65%
12 Month Target 4.3	Percentage of positive responses for Parent Opinion Survey: 85%
KIS 1	To embed and consistently implement a whole school approach to student wellbeing to support learning growth.

Health and wellbeing	
Actions	Implement a review, revision and reflection on School Wide Positive Behaviour practices and Respectful Relationships leading to professional learning and consistent practice around student wellbeing
Outcomes	Students' changing needs are evaluated in a timely, proactive and strategic manner, in collaboration with their families Students and teachers will report that wellbeing practices are consistent and more widely understood and implemented across the College Teachers will be able to plan for and implement social and emotional learning Leaders will support and monitor the continuous development, documentation and revision of a consistent whole school approach to wellbeing to support learning
Success Indicators	Early indicators: Curriculum documentation will show plans for social and emotional learning Notes from learning walks will show how staff are embedding social and emotional learning Respectful Relationships rubric feedback will show where the college sits in the implementation Student engagement data recorded on Compass Late indicators: Attendance data AToSS data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a working party to review how wellbeing programs of SWPBS and respectful relationships are being implemented across the College, review the foundation resources in the School Mental Health menu and lead this KIS work Develop an agreed plan of professional learning for staff on SWPBS and Respectful Relationships which will reinvigorate and build consistency of whole school implementation Complete student training on wellbeing programs and approaches	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used

through the classroom and student leader forums Audit curriculum documents to identify gaps in social and emotional learning and develop and document a scope and sequence for the teaching of the social and emotional program				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$296,336.78	$296,336.78	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$296,336.78**	**$296,336.78**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
A plan of support strategies will be developed and implemented including a review and updating of all wellbeing policies	$5,000.00
Data coaching framework is developed and implemented	$5,000.00
Establish a working party to co-construct the College Vision using a collaborative process with students, staff families and community Establish and monitor PLC structures and processes to build PLC Leader capacity using professional learning and coaching Embed and organisational design that shows a clear line of responsibility and accountability in line with the 2022-2025 Strategic Plan	$5,000.00
Review existing processes to capture school and community views and understandings of student voice and agency Develop and implement a learner model	$5,000.00

Develop student leadership skills in all students and provide opportunities for all students to practice these	
Review and embed classroom observation program Develop skills and competencies to use two way feedback, student/teacher and teacher/student to assist with the co-construction of student learning goals Organise and launch the Student Voice and Action Teams working on agreed topics of school improvement	$5,000.00
Establish a working party to review how wellbeing programs of SWPBS and respectful relationships are being implemented across the College, review the foundation resources in the School Mental Health menu and lead this KIS work Develop an agreed plan of professional learning for staff on SWPBS and Respectful Relationships which will reinvigorate and build consistency of whole school implementation Complete student training on wellbeing programs and approaches through the classroom and student leader forums Audit curriculum documents to identify gaps in social and emotional learning and develop and document a scope and sequence for the teaching of the social and emotional program	$5,000.00
Totals	$30,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
A plan of support strategies will be developed and implemented including a review and updating of all wellbeing policies	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)

			☑ CRT
Data coaching framework is developed and implemented	from: Term 1 to: Term 2	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Establish a working party to co-construct the College Vision using a collaborative process with students, staff families and community Establish and monitor PLC structures and processes to build PLC Leader capacity using professional learning and coaching Embed and organisational design that shows a clear line of responsibility and accountability in line with the 2022-2025 Strategic Plan	from: Term 1 to: Term 2	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Review existing processes to capture school and community views and understandings of student voice and agency Develop and implement a learner model Develop student leadership skills in all students and provide opportunities for all students to practice these	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services
Review and embed classroom observation program Develop skills and competencies to use two way feedback, student/teacher and teacher/student to assist with the co-construction of student learning	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

goals Organise and launch the Student Voice and Action Teams working on agreed topics of school improvement			☑ Support services
Establish a working party to review how wellbeing programs of SWPBS and respectful relationships are being implemented across the College, review the foundation resources in the School Mental Health menu and lead this KIS work Develop an agreed plan of professional learning for staff on SWPBS and Respectful Relationships which will reinvigorate and build consistency of whole school implementation Complete student training on wellbeing programs and approaches through the classroom and student leader forums Audit curriculum documents to identify gaps in social and emotional learning and develop and document a scope and sequence for the teaching of the social and emotional program	from: Term 1 to: Term 3	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Totals		$30,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Employ numeracy aide to support disadvantaged students requiring assistance	$60,000.00
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) Programs	$16,000.00
Run small VCAL classes to ensure retention and Year 12 completion of disadvantaged students	$80,000.00
Provide additional wellbeing support through provision of SWC's on each campus	$110,336.78
Totals	$266,336.78

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Employ numeracy aide to support disadvantaged students requiring assistance	from: Term 1	$60,000.00	☑ School-based staffing

	to: Term 4		
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) Programs	from: Term 1 to: Term 4	$16,000.00	☑ Teaching and learning programs and resources
Run small VCAL classes to ensure retention and Year 12 completion of disadvantaged students	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing
Provide additional wellbeing support through provision of SWC's on each campus	from: Term 1 to: Term 4	$110,336.78	☑ School-based staffing
Totals		**$266,336.78**	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Employ numeracy aide to support disadvantaged students requiring assistance	from: Term 1 to: Term 4		
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) Programs	from: Term 1 to: Term 4		

Run small VCAL classes to ensure retention and Year 12 completion of disadvantaged students	from: Term 1 to: Term 4		
Provide additional wellbeing support through provision of SWC's on each campus	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Employ numeracy aide to support disadvantaged students requiring assistance	from: Term 1 to: Term 4	$0.00	
Purchase Fontas and Pinnell and GRIN (Getting Ready in Numeracy) Programs	from: Term 1 to: Term 4	$0.00	
Run small VCAL classes to ensure retention and Year 12 completion of disadvantaged students	from: Term 1 to: Term 4	$0.00	
Provide additional wellbeing support through provision of SWC's on each campus	from: Term 1 to: Term 4	$0.00	

Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Strengthen the use of data at PLC Meetings to develop their PLC work and share their findings with other teachers in a collaborative framework	☑ Assistant Principal ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ School improvement partnerships ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Review the Instructional Model and provide professional development to ensure consistency of practice. Conduct Learning Walks to provide teachers with support and provide feedback on the implementation of the model	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Partners (DSSI) ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist	☑ On-site
Data coaching framework is developed and implemented	☑ Assistant Principal ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist	☑ On-site

	☑ KLA Leader ☑ Learning Specialist(s)					
Establish a working party to co-construct the College Vision using a collaborative process with students, staff families and community Establish and monitor PLC structures and processes to build PLC Leader capacity using professional learning and coaching Embed and organisational design that shows a clear line of responsibility and accountability in line with the 2022-2025 Strategic Plan	☑ Assistant Principal ☑ Leadership Team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Review and embed classroom observation program Develop skills and competencies to use two way feedback, student/teacher and teacher/student to assist with the co-construction of student learning goals Organise and launch the Student Voice and Action Teams working on agreed topics of school improvement	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist	☑ On-site