

# 2023 Annual Implementation Plan

## for improving student outcomes

Bayside P-12 College (8800)



Submitted for review by Andrew Harnett (School Principal) on 02 December, 2022 at 09:36 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 31 January, 2023 at 01:21 PM  
Endorsed by Heiko Koenig (School Council President) on 15 February, 2023 at 05:55 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	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Evolving
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	In 2023 there will be a significant focus on Wellbeing and in particular developing a greater understanding of positive psychology.
<b>Considerations for 2023</b>	Attention needs to be given to the way the Disability Inclusion Leading Teacher role evolves over the year.

<b>Documents that support this plan</b>	
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## 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>	To improve learning outcomes for all students.
<b>Target 2.1</b>	Increase the percentage of students meeting or above NAPLAN benchmark growth: <ul style="list-style-type: none"> <li>• Year 3—5 Reading from 81% (2019) to 85% (2024)</li> <li>• Year 5—7 Reading from 76% (2019) to 80% (2024)</li> <li>• Year 7—9 Reading from 81% (2019) to 85% (2024)</li> <li>• Year 3—5 Writing from 80% (2019) to 84% (2024)</li> <li>• Year 5—7 Writing from 78% (2019) to 82% (2024)</li> <li>• Year 7—9 Writing from 76% (2019) to 80% (2024)</li> <li>• Year 3—5 Numeracy from 82% (2019) to 86% (2024)</li> <li>• Year 5—7 Numeracy from 89% (2019) to 93% (2024)</li> <li>• Year 7—9 Numeracy from 74% (2019) to 78% (2024)</li> </ul>

<p><b>Target 2.2</b></p>	<p>Increase the percentage of students in Year 3, 5, 7 and 9 achieving the top two bands in NAPLAN Literacy/Numeracy:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 48% (2019) to 52% (2024)</li> <li>• Year 5 Reading from 44% (2019) to 48% (2024)</li> <li>• Year 7 Reading from 25% (2019) to 29% (2024)</li> <li>• Year 9 Reading from 24% (2019) to 28% (2024)</li> <li>• Year 3 Writing from 39% (2019) to 43% (2024)</li> <li>• Year 5 Writing from 6% (2019) to 10% (2024)</li> <li>• Year 7 Writing from 14% (2019) to 18% (2024)</li> <li>• Year 9 Writing from 9% (2019) to 13% (2024)</li> <li>• Year 3 Numeracy from 30% (2019) to 34% (2024)</li> <li>• Year 5 Numeracy from 38% (2019) to 42% (2024)</li> <li>• Year 7 Numeracy from 31% (2019) to 35% (2024)</li> <li>• Year 9 Numeracy from 19% (2019) to 23% (2024)</li> </ul>
<p><b>Target 2.3</b></p>	<p>Teacher Judgements: Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years F—6 and Year 7—10:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 51% (2019) to 55% (2024)</li> <li>• Writing from 24% (2019) to 28% (2024)</li> <li>• Number and Algebra from 27% (2019) to 31% (2024)</li> <li>• Reading and Viewing from 27% (2019) to 31% (2024)</li> <li>• Writing from 19% (2019) to 23% (2024)</li> <li>• Number and Algebra from 13% (2019) to 17% (2024)</li> </ul>

<b>Target 2.4</b>	<p>VCE:</p> <ul style="list-style-type: none"> <li>• The VCE median score to be at 31.</li> <li>• The VCE English score to be at 29.</li> <li>• The percentage of scores at 40+ will be 5 per cent.</li> </ul>
<b>Target 2.5</b>	<p>VCAL: To increase the completion rate from 86% (2019) to 88% (2024)</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>To build the capacity of staff to embed critical and creative thinking into pedagogy and curriculum.</p>
<b>Key Improvement Strategy 2.b</b> Building practice excellence	<p>To strengthen explicit use of data and backward planning in teams to inform curriculum development.</p>
<b>Key Improvement Strategy 2.c</b> Building practice excellence	<p>To strengthen enrichment, challenge and differentiation of the curriculum and teacher practice.</p>
<b>Goal 3</b>	<p>To empower students to be actively engaged in their learning.</p>
<b>Target 3.1</b>	<p>Increase the percentage of positive endorsements in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning for Year 4—6 from 88% (2019) to 92% (2024)</li> <li>• Stimulated Learning for Year 7—9 from 56% (2019) to 60% (2024)</li> <li>• Stimulated Learning for Year 10—12 from 57% (2019) to 61% (2024)</li> <li>• Student Voice and Agency for Year 4—6 from 80% (2019) to 84% (2024)</li> <li>• Student Voice and Agency for Year 7—9 from 43% (2019) to 47% (2024)</li> <li>• Student Voice and Agency for Year 10—12 from 50% (2019) to 54% (2024)</li> </ul>

	<ul style="list-style-type: none"> <li>• Differentiated Learning and Challenge from 94% (2019) to 95% (2024)</li> <li>• Differentiated Learning and Challenge from 63% (2019) to 67% (2024)</li> <li>• Differentiated Learning and Challenge from 62% (2019) to 66% (2024)</li> </ul>
<b>Target 3.2</b>	<p>Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors -</p> <ul style="list-style-type: none"> <li>• Stimulated Learning Environment from 83% (2019) to 87% (2024)</li> <li>• Student Agency and Voice from 83% (2019) to 87% (2024)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	To build teacher capacity to activate student voice and agency within the classroom.
<b>Goal 4</b>	To improve the social and emotional engagement and wellbeing of every student.
<b>Target 4.1</b>	<p>By 2024, the percentage of students responding positively to Atos's in:</p> <ul style="list-style-type: none"> <li>• Teacher Concern for Year 4—6 from 81% (2019) to 85% (2024)</li> <li>• Teacher Concern for Year 7—9 from 39% (2019) to 50% (2024)</li> <li>• Teacher Concern for Year 10—12 from 43% (2019) to 50% (2024)</li> <li>• School Connectedness (Sense of Belonging) for Year 4—6 from 89% (2019) to 93% (2024)</li> <li>• School Connectedness (Sense of Belonging) for Year 7—9 from 55% (2019) to 59% (2024)</li> </ul>



	<ul style="list-style-type: none"> <li>• School Connectedness (Sense of Belonging) for Year 10—12 from 51% (2019) to 55% (2024)</li> </ul>
<b>Target 4.2</b>	<p>By 2024, the percentage of parents responding positively to POS in:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 81% (2019) to 85% (2024)</li> </ul>
<b>Target 4.3</b>	<p>Attendance:</p> <ul style="list-style-type: none"> <li>• To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024)</li> <li>• To decrease the percentage of students 7—12 with 20+ absence days from 38% (2019) to 30% (2024)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	To embed SWPBS across the curriculum in Years F—6 and 7—12
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	To strengthen learning partnerships between home and school with a particular emphasis on Attendance.
<b>Key Improvement Strategy 4.c</b> Health and wellbeing	To embed the Pastoral Care Program



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>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.</p>	Yes	Support for the 2023 Priorities	-
To improve learning outcomes for all students.	Yes	<p>Increase the percentage of students meeting or above NAPLAN benchmark growth:</p> <ul style="list-style-type: none"> <li>• Year 3—5 Reading from 81% (2019) to 85% (2024)</li> <li>• Year 5—7 Reading from 76% (2019) to 80% (2024)</li> <li>• Year 7—9 Reading from 81% (2019) to 85% (2024)</li> <li>• Year 3—5 Writing from 80% (2019) to 84% (2024)</li> <li>• Year 5—7 Writing from 78% (2019) to 82% (2024)</li> <li>• Year 7—9 Writing from 76% (2019) to 80% (2024)</li> <li>• Year 3—5 Numeracy from 82% (2019) to 86% (2024)</li> <li>• Year 5—7 Numeracy from 89% (2019) to 93% (2024)</li> <li>• Year 7—9 Numeracy from 74% (2019) to 78% (2024)</li> </ul>	<p>Year 3—5 Reading from 71% (2021) to 74% Year 5—7 Reading from 68% (2021) to 71% Year 7—9 Reading from 58% (2021) to 61% Year 3—5 Writing from 78% (2021) to 81% Year 5—7 Writing from 73% (2021) to 76% Year 7—9 Writing from 64% (2021) to 67% Year 3—5 Numeracy from 83% (2021) to 86% Year 5—7 Numeracy from 77% (2021) to 80% Year 7—9 Numeracy from 62% (2021) to 65%</p>
		<p>Increase the percentage of students in Year 3, 5, 7 and 9 achieving the top two bands in NAPLAN Literacy/Numeracy:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 48% (2019) to 52% (2024)</li> <li>• Year 5 Reading from 44% (2019) to 48% (2024)</li> <li>• Year 7 Reading from 25% (2019) to 29% (2024)</li> <li>• Year 9 Reading from 24% (2019) to 28% (2024)</li> </ul>	<p>Year 3 Reading from 39% (2021) to 42% Year 5 Reading from 19% (2021) to 22% Year 7 Reading from 23% (2021) to 26% Year 9 Reading from 18% (2021) to 21% Year 3 Writing from 36% (2021) to 39% Year 5 Writing from 22% (2021) to 25% Year 7</p>

		<ul style="list-style-type: none"> <li>• Year 3 Writing from 39% (2019) to 43% (2024)</li> <li>• Year 5 Writing from 6% (2019) to 10% (2024)</li> <li>• Year 7 Writing from 14% (2019) to 18% (2024)</li> <li>• Year 9 Writing from 9% (2019) to 13% (2024)</li> <li>• Year 3 Numeracy from 30% (2019) to 34% (2024)</li> <li>• Year 5 Numeracy from 38% (2019) to 42% (2024)</li> <li>• Year 7 Numeracy from 31% (2019) to 35% (2024)</li> <li>• Year 9 Numeracy from 19% (2019) to 23% (2024)</li> </ul>	<p>Writing from 26% (2021) to 29% Year 9 Writing from 15% (2021) to 18% Year 3 Numeracy from 24% (2021) to 27% Year 5 Numeracy from 4% (2021) to 7% Year 7 Numeracy from 32% (2021) to 35% Year 9 Numeracy from 17% (2021) to 22%</p>
		<p>Teacher Judgements: Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years F—6 and Year 7—10:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing from 51% (2019) to 55% (2024)</li> <li>• Writing from 24% (2019) to 28% (2024)</li> <li>• Number and Algebra from 27% (2019) to 31% (2024)</li> <li>• Reading and Viewing from 27% (2019) to 31% (2024)</li> <li>• Writing from 19% (2019) to 23% (2024)</li> <li>• Number and Algebra from 13% (2019) to 17% (2024)</li> </ul>	<p>Reading and Viewing from 31% (2022) to 34% Writing from 19% (2022) to 22% Number and Algebra from 24% (2022) to 27% Reading and Viewing from 22% (2022) to 25% Writing from 17% (2022) to 20% Number and Algebra from 14% (2022) to 17%</p>
		<p>VCE:</p> <ul style="list-style-type: none"> <li>• The VCE median score to be at 31.</li> <li>• The VCE English score to be at 29.</li> <li>• The percentage of scores at 40+ will be 5 per cent.</li> </ul>	<p>The VCE median score to be at 31. The VCE English score to be at 29. The percentage of scores at 40+ will be 5 per cent.</p>
		<p>VCAL: To increase the completion rate from 86% (2019) to 88% (2024)</p>	<p>To increase the completion rate from 82% (2021) to 85% (Supplementary school level report)</p>
To empower students to be actively engaged in their learning.	Yes	<p>Increase the percentage of positive endorsements in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning for Year 4—6 from 88% (2019) to 92% (2024)</li> <li>• Stimulated Learning for Year 7—9 from 56% (2019) to 60% (2024)</li> </ul>	<p>Stimulated Learning for Years 4—6 69% (2022) to 72% positive endorsement Stimulated Learning for Years 7—9 52% (2022) to 55% positive endorsement Stimulated Learning for Years 10—12 36% (2022) to 39% positive</p>

		<ul style="list-style-type: none"> <li>• Stimulated Learning for Year 10—12 from 57% (2019) to 61% (2024)</li> <li>• Student Voice and Agency for Year 4—6 from 80% (2019) to 84% (2024)</li> <li>• Student Voice and Agency for Year 7—9 from 43% (2019) to 47% (2024)</li> <li>• Student Voice and Agency for Year 10—12 from 50% (2019) to 54% (2024)</li> <li>• Differentiated Learning and Challenge from 94% (2019) to 95% (2024)</li> <li>• Differentiated Learning and Challenge from 63% (2019) to 67% (2024)</li> <li>• Differentiated Learning and Challenge from 62% (2019) to 66% (2024)</li> </ul>	<p>endorsement Student Voice and Agency for Years 4—6 60% (2022) to 63% positive endorsement Student Voice and Agency for Years 7—9 34% (2022) to 37% positive endorsement Student Voice and Agency for Years 10—12 34% (2022) to 37% positive endorsement Differentiated Learning and Challenge for Years 4 - 6 76% (2022) to 79% positive endorsement Differentiated Learning and Challenge for Years 7 - 9 60% (2022) to 63% positive endorsement Differentiated Learning and Challenge for Years 10- 12 44% (2022) to 47% positive endorsement</p>
		<p>Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors -</p> <ul style="list-style-type: none"> <li>• Stimulated Learning Environment from 83% (2019) to 87% (2024)</li> <li>• Student Agency and Voice from 83% (2019) to 87% (2024)</li> </ul>	<p>Stimulated Learning Environment from 58% (2021) to 61% positive endorsement Student Agency and Voice from 63% (2021) to 66% positive endorsement</p>
<p>To improve the social and emotional engagement and wellbeing of every student.</p>	<p>Yes</p>	<p>By 2024, the percentage of students responding positively to Atos's in:</p> <ul style="list-style-type: none"> <li>• Teacher Concern for Year 4—6 from 81% (2019) to 85% (2024)</li> <li>• Teacher Concern for Year 7—9 from 39% (2019) to 50% (2024)</li> <li>• Teacher Concern for Year 10—12 from 43% (2019) to 50% (2024)</li> <li>• School Connectedness (Sense of Belonging) for Year 4—6 from 89% (2019) to 93% (2024)</li> <li>• School Connectedness (Sense of Belonging) for Year 7—9 from 55% (2019) to 59% (2024)</li> <li>• School Connectedness (Sense of Belonging) for Year 10—12 from 51% (2019) to 55% (2024)</li> </ul>	<p>Teacher Concern for Years 4—6 63% (2022) to 66% positive endorsement Teacher Concern for Years 7—9 32% (2022) to 35% positive endorsement Teacher Concern for Years 10—12 28% (2022) to 31% positive endorsement School Connectedness (Sense of Belonging) for Years 4—6 70% (2022) to 73% positive endorsement School Connectedness (Sense of Belonging) for Years 7—9 48% (2022) to 51% positive endorsement School Connectedness (Sense of Belonging) for Years 10—12 39% (2022) to 42% positive endorsement</p>

		<p>By 2024, the percentage of parents responding positively to POS in:</p> <ul style="list-style-type: none"> <li>Confidence and resiliency skills from 81% (2019) to 85% (2024)</li> </ul>	Confidence and resiliency skills from 64% (2021) to 67% positive endorsement
		<p>Attendance:</p> <ul style="list-style-type: none"> <li>To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024)</li> <li>To decrease the percentage of students 7–12 with 20+ absence days from 38% (2019) to 30% (2024)</li> </ul>	To decrease the percentage of students F—6 with 20+ absence from 45% (2021) to 42% To decrease the percentage of students 7–12 with 20+ absence from 47% (2021) to 44%

<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>	-	
<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.	

<b>Goal 2</b>	<b>To improve learning outcomes for all students.</b>
<b>12 Month Target 2.1</b>	<p>Year 3—5 Reading from 71% (2021) to 74%</p> <p>Year 5—7 Reading from 68% (2021) to 71%</p> <p>Year 7—9 Reading from 58% (2021) to 61%</p> <p>Year 3—5 Writing from 78% (2021) to 81%</p> <p>Year 5—7 Writing from 73% (2021) to 76%</p> <p>Year 7—9 Writing from 64% (2021) to 67%</p> <p>Year 3—5 Numeracy from 83% (2021) to 86%</p> <p>Year 5—7 Numeracy from 77% (2021) to 80%</p> <p>Year 7—9 Numeracy from 62% (2021) to 65%</p>
<b>12 Month Target 2.2</b>	<p>Year 3 Reading from 39% (2021) to 42%</p> <p>Year 5 Reading from 19% (2021) to 22%</p> <p>Year 7 Reading from 23% (2021) to 26%</p> <p>Year 9 Reading from 18% (2021) to 21%</p> <p>Year 3 Writing from 36% (2021) to 39%</p> <p>Year 5 Writing from 22% (2021) to 25%</p> <p>Year 7 Writing from 26% (2021) to 29%</p> <p>Year 9 Writing from 15% (2021) to 18%</p> <p>Year 3 Numeracy from 24% (2021) to 27%</p> <p>Year 5 Numeracy from 4% (2021) to 7%</p> <p>Year 7 Numeracy from 32% (2021) to 35%</p> <p>Year 9 Numeracy from 17% (2021) to 22%</p>
<b>12 Month Target 2.3</b>	<p>Reading and Viewing from 31% (2022) to 34%</p> <p>Writing from 19% (2022) to 22%</p> <p>Number and Algebra from 24% (2022) to 27%</p> <p>Reading and Viewing from 22% (2022) to 25%</p> <p>Writing from 17% (2022) to 20%</p> <p>Number and Algebra from 14% (2022) to 17%</p>
<b>12 Month Target 2.4</b>	<p>The VCE median score to be at 31.</p> <p>The VCE English score to be at 29.</p> <p>The percentage of scores at 40+ will be 5 per cent.</p>
<b>12 Month Target 2.5</b>	To increase the completion rate from 82% (2021) to 85% (Supplementary school level report)

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Building practice excellence	To build the capacity of staff to embed critical and creative thinking into pedagogy and curriculum.	No
<b>KIS 2.b</b> Building practice excellence	To strengthen explicit use of data and backward planning in teams to inform curriculum development.	No
<b>KIS 2.c</b> Building practice excellence	To strengthen enrichment, challenge and differentiation of the curriculum and teacher practice.	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.	To continue our focus on literacy and numeracy	
<b>Goal 3</b>	<b>To empower students to be actively engaged in their learning.</b>	
<b>12 Month Target 3.1</b>	Stimulated Learning for Years 4—6 69% (2022) to 72% positive endorsement Stimulated Learning for Years 7—9 52% (2022) to 55% positive endorsement Stimulated Learning for Years 10—12 36% (2022) to 39% positive endorsement Student Voice and Agency for Years 4—6 60% (2022) to 63% positive endorsement Student Voice and Agency for Years 7—9 34% (2022) to 37% positive endorsement Student Voice and Agency for Years 10—12 34% (2022) to 37% positive endorsement Differentiated Learning and Challenge for Years 4 - 6 76% (2022) to 79% positive endorsement Differentiated Learning and Challenge for Years 7 - 9 60% (2022) to 63% positive endorsement Differentiated Learning and Challenge for Years 10- 12 44% (2022) to 47% positive endorsement	
<b>12 Month Target 3.2</b>	Stimulated Learning Environment from 58% (2021) to 61% positive endorsement Student Agency and Voice from 63% (2021) to 66% positive endorsement	



<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success.	No
<b>KIS 3.b</b> Empowering students and building school pride	To build teacher capacity to activate student voice and agency within the classroom.	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.	Our student survey data shows that 'stimulated learning' and 'student voice and agency' has dipped over the past year. To maintain the progress around the SSP targets building teacher capacity will be a priority for 2023. Our self evaluation put the college at evolving. To move forward we will focus on building teacher capacity through professional learning and developing opportunities for students to have input and agency in their learning.	
<b>Goal 4</b>	<b>To improve the social and emotional engagement and wellbeing of every student.</b>	
<b>12 Month Target 4.1</b>	Teacher Concern for Years 4—6 63% (2022) to 66% positive endorsement Teacher Concern for Years 7—9 32% (2022) to 35% positive endorsement Teacher Concern for Years 10—12 28% (2022) to 31% positive endorsement School Connectedness (Sense of Belonging) for Years 4—6 70% (2022) to 73% positive endorsement School Connectedness (Sense of Belonging) for Years 7—9 48% (2022) to 51% positive endorsement School Connectedness (Sense of Belonging) for Years 10—12 39% (2022) to 42% positive endorsement	
<b>12 Month Target 4.2</b>	Confidence and resiliency skills from 64% (2021) to 67% positive endorsement	
<b>12 Month Target 4.3</b>	To decrease the percentage of students F—6 with 20+ absence from 45% (2021) to 42% To decrease the percentage of students 7—12 with 20+ absence from 47% (2021) to 44%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 4.a</b> Health and wellbeing	To embed SWPBS across the curriculum in Years F—6 and 7—12	No
<b>KIS 4.b</b> Parents and carers as partners	To strengthen learning partnerships between home and school with a particular emphasis on Attendance.	No
<b>KIS 4.c</b> Health and wellbeing	To embed the Pastoral Care Program	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.	To move from evolving to embedding in the 'engagement' factor of the FISO Continua of Practice we will use the Visible Wellbeing approach to provide students with a psychological toolkit to build a sense of connectedness with their peers, teachers and the school.	

## 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>	-
<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>The SIT for Numeracy and Literacy implements an annual Action Plan that targets each of the priorities areas for improvement.</p> <p>The Numeracy SIT will focus on developing teacher capacity to provide consistency in the teaching of Maths with a common Instructional model and approach to differentiation. The focus of the PLT next year will be sequencing multiplicative thinking F - 10 and embedding this in classroom teaching.</p> <p>The Literacy team will have a school wide focus on Reading in 2023. This will begin with Professional Learning with our Learning Specialist team to upskill them to support staff from all KLAs throughout the year . Professional Learning will occur at the beginning of the year for staff to develop strategies to assist with reading across the Domains</p> <p>Using Naplan data, students in Top 2 bands will be identified and targeted to ensure ongoing high growth both in Literacy and Numeracy.</p> <p>Learning Specialists will model and observe in classrooms to support best teaching practices</p>
<b>Outcomes</b>	<p>We would expect to see a more consistent approach in teaching practice leading to improved student outcomes. This will be observed by Learning Specialists.</p> <p>Teachers will develop and document resources to assist with differentiation in all subject areas.</p> <p>Students will show growth in learning outcomes across the year.</p>
<b>Success Indicators</b>	<p>Naplan school report 2023 : Growth data 2022 - 23, Top 2 Band data, Reading and Numeracy results</p> <p>Teacher Judgement : Victorian Curriculum</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PD for learning specialists: implementing Reading strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Whole school PD : Reading strategies	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Professional Learning Teams - cycle of improvement	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<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
School Improvement Teams - Literacy and Numeracy will develop action plans to facilitate goals and strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Appointment of a Disability Inclusion Leading Teacher	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <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
Literacy and Numeracy support teachers will identify students who have a level of disadvantage, review their NAPLAN data and provide support where needed.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$142,655.00  <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
<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>	Whole school staff will continue with the Visible Wellbeing (VWB) professional development. The Visible Wellbeing professional development is designed to develop staff capacity around student wellbeing and combines the science of wellbeing with the science of learning to achieve the three key goals of: <ul style="list-style-type: none"> <li>- helping students and staff to more clearly see their own and other's wellbeing using VWB practices;</li> <li>- helping students and staff more systematically build wellbeing using the SEARCH framework;</li> <li>- facilitating learning through the visible wellbeing classroom process.</li> </ul>			
<b>Outcomes</b>	Staff will have completed the two year Visible Wellbeing program and Learning Specialists are observing VW practices taking place in the classroom.			

<b>Success Indicators</b>	There will be an improvement in the Student Attitudes to School survey data with a focus on 'Teacher Concern' and 'School Connectedness'.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Year 2 of the Visible Wellbeing professional development program will continue	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00  <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
<b>Goal 2</b>	To improve learning outcomes for all students.			
<b>12 Month Target 2.1</b>	Year 3—5 Reading from 71% (2021) to 74% Year 5—7 Reading from 68% (2021) to 71% Year 7—9 Reading from 58% (2021) to 61% Year 3—5 Writing from 78% (2021) to 81% Year 5—7 Writing from 73% (2021) to 76% Year 7—9 Writing from 64% (2021) to 67% Year 3—5 Numeracy from 83% (2021) to 86% Year 5—7 Numeracy from 77% (2021) to 80% Year 7—9 Numeracy from 62% (2021) to 65%			
<b>12 Month Target 2.2</b>	Year 3 Reading from 39% (2021) to 42% Year 5 Reading from 19% (2021) to 22% Year 7 Reading from 23% (2021) to 26% Year 9 Reading from 18% (2021) to 21%			

	<p>Year 3 Writing from 36% (2021) to 39%</p> <p>Year 5 Writing from 22% (2021) to 25%</p> <p>Year 7 Writing from 26% (2021) to 29%</p> <p>Year 9 Writing from 15% (2021) to 18%</p> <p>Year 3 Numeracy from 24% (2021) to 27%</p> <p>Year 5 Numeracy from 4% (2021) to 7%</p> <p>Year 7 Numeracy from 32% (2021) to 35%</p> <p>Year 9 Numeracy from 17% (2021) to 22%</p>
<b>12 Month Target 2.3</b>	<p>Reading and Viewing from 31% (2022) to 34%</p> <p>Writing from 19% (2022) to 22%</p> <p>Number and Algebra from 24% (2022) to 27%</p> <p>Reading and Viewing from 22% (2022) to 25%</p> <p>Writing from 17% (2022) to 20%</p> <p>Number and Algebra from 14% (2022) to 17%</p>
<b>12 Month Target 2.4</b>	<p>The VCE median score to be at 31.</p> <p>The VCE English score to be at 29.</p> <p>The percentage of scores at 40+ will be 5 per cent.</p>
<b>12 Month Target 2.5</b>	To increase the completion rate from 82% (2021) to 85% (Supplementary school level report)
<b>KIS 2.c</b> Building practice excellence	To strengthen enrichment, challenge and differentiation of the curriculum and teacher practice.
<b>Actions</b>	<p>Staff will implement the literacy and numeracy action plans</p> <p>Staff will work in PLTs and KLAs to focus on differentiation- including the moderation of work across classes</p> <p>Teachers will work with their teaching and learning coaches on the implementation of the college instructional model that includes differentiation as a feature. This work includes regular classroom visits and follow up discussions.</p>
<b>Outcomes</b>	<p>We will expect to see evidence that teachers are working collaboratively to facilitate actions and goals set by teams - this is reviewed and monitored by the Student Learning team</p> <p>Student outcomes will improve - this will be evidenced in local data collected, teacher judgement and Naplan</p>
<b>Success Indicators</b>	<p>Annual improvement targets are met</p> <p>Annual Naplan data will provide evidence that expected outcomes are being met. This information will be analysed by PLTs and SIT teams and monitored throughout the year. Achievement milestones are set in SIT action plans</p>



	VCE teachers analyse subject specific data from previous year results. A plan to identify and target student progress is set at the beginning of each year. This is reviewed by the principal team through the year.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SIT Literacy and Numeracy meet twice a term to monitor targets and goals	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Goal 3	To empower students to be actively engaged in their learning.			
12 Month Target 3.1	Stimulated Learning for Years 4—6 69% (2022) to 72% positive endorsement Stimulated Learning for Years 7—9 52% (2022) to 55% positive endorsement Stimulated Learning for Years 10—12 36% (2022) to 39% positive endorsement Student Voice and Agency for Years 4—6 60% (2022) to 63% positive endorsement Student Voice and Agency for Years 7—9 34% (2022) to 37% positive endorsement Student Voice and Agency for Years 10—12 34% (2022) to 37% positive endorsement Differentiated Learning and Challenge for Years 4 - 6 76% (2022) to 79% positive endorsement Differentiated Learning and Challenge for Years7 - 9 60% (2022) to 63% positive endorsement Differentiated Learning and Challenge for Years10- 12 44%( 2022) to 47% positive endorsement			
12 Month Target 3.2	Stimulated Learning Environment from 58% (2021) to 61% positive endorsement Student Agency and Voice from 63% (2021) to 66% positive endorsement			
KIS 3.b	To build teacher capacity to activate student voice and agency within the classroom.			

Empowering students and building school pride				
<b>Actions</b>	<p>The Student Learning Team will unpack the concept of Student Agency/Stimulated Learning and develop a whole school understanding of what Student Voice is and the practices that will promote this. Through our work in New Metrics (Melbourne University) we are developing activities within current programs that promote Learner Agency. This will be monitored and assessed. Teachers will have professional learning to assist this.</p> <p>An "Immersion Day" in 2023 once a term to allow students to pursue individual passion projects within a vertical model and promote student voice in their learning.</p>			
<b>Outcomes</b>	<p>We will expect to see an increase in student skills: independent learning, collaboration with peers, motivation in learning. Similarly we will see teachers providing increased opportunities for students to be empowered in their learning.</p>			
<b>Success Indicators</b>	<p>Attitude to School data : increase in the category "Student Voice and Agency" Assessments through the New metrics work will help monitor and track individual students.</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
New Metrics Team will develop rubrics to assess and monitor Student Voice and Agency	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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

Professional Learning through the Student Learning team to develop strategies facilitating Student Voice and Agency	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
PLT Improvement focus on Student Voice and Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Development on Staff PD Days focusing on Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
<b>Goal 4</b>	To improve the social and emotional engagement and wellbeing of every student.			
<b>12 Month Target 4.1</b>	Teacher Concern for Years 4—6 63% (2022) to 66% positive endorsement Teacher Concern for Years 7—9 32% (2022) to 35% positive endorsement Teacher Concern for Years 10—12 28% (2022) to 31% positive endorsement School Connectedness (Sense of Belonging) for Years 4—6 70% (2022) to 73% positive endorsement School Connectedness (Sense of Belonging) for Years 7—9 48% (2022) to 51% positive endorsement School Connectedness (Sense of Belonging) for Years 10—12 39% (2022) to 42% positive endorsement			
<b>12 Month Target 4.2</b>	Confidence and resiliency skills from 64% (2021) to 67% positive endorsement			
<b>12 Month Target 4.3</b>	To decrease the percentage of students F—6 with 20+ absence from 45% (2021) to 42% To decrease the percentage of students 7—12 with 20+ absence from 47% (2021) to 44%			
<b>KIS 4.c</b> Health and wellbeing	To embed the Pastoral Care Program			
<b>Actions</b>	The Student Wellbeing team will unpack Student Attitudes to School survey data with a focus on 'Teacher Concern' and 'School Connectedness'. Student wellbeing staff will review the pastoral care program in light of feedback gained from student survey data and the work being done through the Visible Wellbeing program.			
<b>Outcomes</b>	Pastoral Care lessons will be planned in light of student survey feedback.			

	We expect to see VWB practices taking place in the classroom (Learning Specialist classroom observations) and around the college in general.			
<b>Success Indicators</b>	There will be an improvement in the Student Attitudes to School survey data with a focus on 'Teacher Concern' and 'School Connectedness'.			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Student wellbeing planning time - development of student wellbeing action plan, review of student survey data and development of lesson plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Whole School PD - presentation of student survey data and action plan developed by the student wellbeing team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, review individual student attendance data and implement support strategies where needed	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <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
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, identify any special needs and implement support strategies where needed	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <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



# Funding Planner

## Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$660,571.72	\$406,155.00	\$254,416.72
Disability Inclusion Tier 2 Funding	\$321,800.73	\$120,000.00	\$201,800.73
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$982,372.45</b>	<b>\$526,155.00</b>	<b>\$456,217.45</b>

## Activities and Milestones – Total Budget

Activities and Milestones	Budget
PD for learning specialists: implementing Reading strategies	\$5,000.00
Whole school PD : Reading strategies	\$5,000.00
School Improvement Teams - Literacy and Numeracy will develop action plans to facilitate goals and strategies	\$5,000.00
Appointment of a Disability Inclusion Leading Teacher	\$120,000.00
Literacy and Numeracy support teachers will identify students who have a level of disadvantage, review their NAPLAN data and provide support where needed.	\$142,655.00
Year 2 of the Visible Wellbeing professional development program will continue	\$9,000.00
SIT Literacy and Numeracy meet twice a term to monitor targets and goals	\$5,000.00
New Metrics Team will develop rubrics to assess and monitor Student Voice and Agency	\$20,000.00



Professional Learning through the Student Learning team to develop strategies facilitating Student Voice and Agency	\$5,000.00
Professional Development on Staff PD Days focusing on Student Voice and Agency	\$5,000.00
Student wellbeing planning time - development of student wellbeing action plan, review of student survey data and development of lesson plans	\$5,000.00
Whole School PD - presentation of student survey data and action plan developed by the student wellbeing team	\$5,000.00
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, review individual student attendance data and implement support strategies where needed	\$100,000.00
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, identify any special needs and implement support strategies where needed	\$100,000.00
<b>Totals</b>	<b>\$531,655.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
PD for learning specialists: implementing Reading strategies	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Whole school PD : Reading strategies	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 1		<input checked="" type="checkbox"/> Assets
School Improvement Teams - Literacy and Numeracy will develop action plans to facilitate goals and strategies	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Literacy and Numeracy support teachers will identify students who have a level of disadvantage, review their NAPLAN data and provide support where needed.	from: Term 1 to: Term 4	\$142,655.00	<input checked="" type="checkbox"/> School-based staffing
Year 2 of the Visible Wellbeing professional development program will continue	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
SIT Literacy and Numeracy meet twice a term to monitor targets and goals	from: Term 1 to: Term 4		
New Metrics Team will develop rubrics to assess and monitor Student Voice and Agency	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional Learning through the Student Learning team to develop strategies facilitating Student Voice and Agency	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Professional Development on Staff PD Days focusing on Student Voice and Agency	from: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

	to: Term 4		
Student wellbeing planning time - development of student wellbeing action plan, review of student survey data and development of lesson plans	from: Term 1 to: Term 1	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
Whole School PD - presentation of student survey data and action plan developed by the student wellbeing team	from: Term 1 to: Term 1	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, review individual student attendance data and implement support strategies where needed	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Year Level Coordinators and Pastoral Care teachers will identify students who have a level of disadvantage, identify any special needs and implement support strategies where needed	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets
<b>Totals</b>		\$406,155.00	

## Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Appointment of a Disability Inclusion Leading Teacher	from: Term 1 to: Term 4	\$120,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties  •
<b>Totals</b>		\$120,000.00	

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

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

### Additional Funding Planner – Total Budget

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

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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<b>Totals</b>		\$0.00	
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**Additional Funding Planner – Schools Mental Health Fund and Menu**

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PD for learning specialists: implementing Reading strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader  <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Whole school PD : Reading strategies	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Professional Learning Teams - cycle of improvement	<input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
School Improvement Teams - Literacy and Numeracy will develop action plans to facilitate goals and strategies	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Teaching and Learning Coordinator				<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Literacy and Numeracy support teachers will identify students who have a level of disadvantage, review their NAPLAN data and provide support where needed.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Year 2 of the Visible Wellbeing professional development program will continue	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Visible Wellbeing professional development program	<input checked="" type="checkbox"/> On-site
New Metrics Team will develop rubrics to assess and monitor Student Voice and Agency	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants University of Melbourne - New Metrics	<input checked="" type="checkbox"/> Off-site University of Melbourne - New Metrics

Professional Learning through the Student Learning team to develop strategies facilitating Student Voice and Agency	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
PLT Improvement focus on Student Voice and Agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Development on Staff PD Days focusing on Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole School PD - presentation of student survey data and action plan developed by the student wellbeing team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site