

2024 Annual Implementation Plan

for improving student outcomes

Bayside P-12 College (8800)



Submitted for review by Milan Matejin (School Principal) on 29 April, 2024 at 02:35 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 30 April, 2024 at 11:00 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

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

	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.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	
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Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	Due to the changes on NAPLAN in 2023 the emphasis on student data using NAPLAN will focus on two targeted groups of students in years 3,5,7 & 9, to be equal or higher than the Network percentile. • Students who are in the top two bands of Reading. • Students who 'Needs Additional Support'.
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"> • Year 3—5 Reading from 81% (2019) to 85% (2024) • Year 5—7 Reading from 76% (2019) to 80% (2024) • Year 7—9 Reading from 81% (2019) to 85% (2024) • Year 3—5 Writing from 80% (2019) to 84% (2024) • Year 5—7 Writing from 78% (2019) to 82% (2024) • Year 7—9 Writing from 76% (2019) to 80% (2024) • Year 3—5 Numeracy from 82% (2019) to 86% (2024) • Year 5—7 Numeracy from 89% (2019) to 93% (2024) • Year 7—9 Numeracy from 74% (2019) to 78% (2024) 	<ul style="list-style-type: none"> • Year 3 Reading from 21% (2023) to 73% (2024)• Year 5 Reading from 70% (2023) to 83% (2024)• Year 7 Reading from 74% (2023) to 75% (2024)• Year 9 Reading from 64% (2023) to 68% (2024) • Year 3 Numeracy from 30% (2023) to 71% (2024)• Year 5 Numeracy from 52% (2023) to 75% (2024)• Year 7 Numeracy from 65% (2023) to 73% (2024)• Year 9 Numeracy from 63% (2023) to 65% (2024)
		<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"> • Year 3 Reading from 37% (2023) to 20% (2024)• Year 5 Reading from

		<ul style="list-style-type: none"> • Year 3 Reading from 48% (2019) to 52% (2024) • Year 5 Reading from 44% (2019) to 48% (2024) • Year 7 Reading from 25% (2019) to 29% (2024) • Year 9 Reading from 24% (2019) to 28% (2024) • Year 3 Writing from 39% (2019) to 43% (2024) • Year 5 Writing from 6% (2019) to 10% (2024) • Year 7 Writing from 14% (2019) to 18% (2024) • Year 9 Writing from 9% (2019) to 13% (2024) • Year 3 Numeracy from 30% (2019) to 34% (2024) • Year 5 Numeracy from 38% (2019) to 42% (2024) • Year 7 Numeracy from 31% (2019) to 35% (2024) • Year 9 Numeracy from 19% (2019) to 23% (2024) 	<p>00% (2023) to 00% (2024)• Year 7 Reading from 05% (2023) to 00% (2024)• Year 9 Reading from 11% (2023) to 05% (2024)• Year 3 Numeracy from 35% (2023) to 20% (2024)• Year 5 Numeracy from 10% (2023) to 05% (2024)• Year 7 Numeracy from 08% (2023) to 04% (2024)• Year 9 Numeracy from 11% (2023) to 05% (2024)</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"> • Reading and Viewing from 51% (2019) to 55% (2024) • Writing from 24% (2019) to 28% (2024) • Number and Algebra from 27% (2019) to 31% (2024) • Reading and Viewing from 27% (2019) to 31% (2024) • Writing from 19% (2019) to 23% (2024) • Number and Algebra from 13% (2019) to 17% (2024) 	<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• Years F—6 Reading and Viewing from 31% (2022) to 34% • Years F—6 Writing from 19% (2022) to 22% • Years F—6 Number and Algebra from 24% (2022) to 27% • Years 7—10 Reading and Viewing from 22% (2022) to 25%• Years 7—10 Writing from 17% (2022) to 20% Years 7—10 Number and Algebra from 14% (2022) to 17%</p>
		<p>VCE:</p> <ul style="list-style-type: none"> • 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>VCE:• 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>

		VCAL: To increase the completion rate from 86% (2019) to 88% (2024)	VM: To increase the completion rate from 86% (2019) to 88% (2024)
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"> • Stimulated Learning for Year 4—6 from 88% (2019) to 92% (2024) • Stimulated Learning for Year 7—9 from 56% (2019) to 60% (2024) • Stimulated Learning for Year 10—12 from 57% (2019) to 61% (2024) • Student Voice and Agency for Year 4—6 from 80% (2019) to 84% (2024) • Student Voice and Agency for Year 7—9 from 43% (2019) to 47% (2024) • Student Voice and Agency for Year 10—12 from 50% (2019) to 54% (2024) • Differentiated Learning and Challenge from 94% (2019) to 95% (2024) • Differentiated Learning and Challenge from 63% (2019) to 67% (2024) • Differentiated Learning and Challenge from 62% (2019) to 66% (2024) 	<p>Increase the percentage of positive endorsements in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Differentiated Learning and Challenge from 94% (2019) to 95% (2024) • Differentiated Learning and Challenge from 63% (2019) to 67% (2024) • Differentiated Learning and Challenge from 62% (2019) to 66% (2024)
		<p>Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors -</p> <ul style="list-style-type: none"> • Stimulated Learning Environment from 83% (2019) to 87% (2024) • Student Agency and Voice from 83% (2019) to 87% (2024) 	<p>Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors</p> <ul style="list-style-type: none"> • Stimulated Learning Environment from 83% (2019) to 87% (2024) • Student Agency and Voice from 83% (2019) to 87% (2024)

To improve the social and emotional engagement and wellbeing of every student.	Yes	<p>By 2024, the percentage of students responding positively to Atos's in:</p> <ul style="list-style-type: none"> • Teacher Concern for Year 4—6 from 81% (2019) to 85% (2024) • Teacher Concern for Year 7—9 from 39% (2019) to 50% (2024) • Teacher Concern for Year 10—12 from 43% (2019) to 50% (2024) • School Connectedness (Sense of Belonging) for Year 4—6 from 89% (2019) to 93% (2024) • School Connectedness (Sense of Belonging) for Year 7—9 from 55% (2019) to 59% (2024) • School Connectedness (Sense of Belonging) for Year 10—12 from 51% (2019) to 55% (2024) 	2023 focus
		<p>By 2024, the percentage of parents responding positively to POS in:</p> <ul style="list-style-type: none"> • Confidence and resiliency skills from 81% (2019) to 85% (2024) 	2023 focus
		<p>Attendance:</p> <ul style="list-style-type: none"> • To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024) • To decrease the percentage of students 7—12 with 20+ absence days from 38% (2019) to 30% (2024) 	Attendance:• To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024)• To decrease the percentage of students 7—12 with 20+ absence days from 38% (2019) to 30% (2024)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student
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	wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	
12-month target 1.1-month target	Due to the changes on NAPLAN in 2023 the emphasis on student data using NAPLAN will focus on two targeted groups of students in years 3,5,7 & 9, to be equal or higher than the Network percentile. <ul style="list-style-type: none"> • Students who are in the top two bands of Reading. • Students who 'Needs Additional Support'. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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.		
Goal 2	To improve learning outcomes for all students.	
12-month target 2.1-month target	<ul style="list-style-type: none"> • Year 3 Reading from 21% (2023) to 73% (2024) • Year 5 Reading from 70% (2023) to 83% (2024) • Year 7 Reading from 74% (2023) to 75% (2024) • Year 9 Reading from 64% (2023) to 68% (2024) • Year 3 Numeracy from 30% (2023) to 71% (2024) • Year 5 Numeracy from 52% (2023) to 75% (2024) • Year 7 Numeracy from 65% (2023) to 73% (2024) • Year 9 Numeracy from 63% (2023) to 65% (2024) 	

12-month target 2.2-month target	<ul style="list-style-type: none"> Year 3 Reading from 37% (2023) to 20% (2024) Year 5 Reading from 00% (2023) to 00% (2024) Year 7 Reading from 05% (2023) to 00% (2024) Year 9 Reading from 11% (2023) to 05% (2024) Year 3 Numeracy from 35% (2023) to 20% (2024) Year 5 Numeracy from 10% (2023) to 05% (2024) Year 7 Numeracy from 08% (2023) to 04% (2024) Year 9 Numeracy from 11% (2023) to 05% (2024)
12-month target 2.3-month target	<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"> Years F—6 Reading and Viewing from 31% (2022) to 34% Years F—6 Writing from 19% (2022) to 22% Years F—6 Number and Algebra from 24% (2022) to 27% Years 7—10 Reading and Viewing from 22% (2022) to 25% Years 7—10 Writing from 17% (2022) to 20% <p>Years 7—10 Number and Algebra from 14% (2022) to 17%</p>
12-month target 2.4-month target	<p>VCE:</p> <ul style="list-style-type: none"> The VCE median score to be at 31. The VCE English score to be at 29. <p>The percentage of scores at 40+ will be 5 per cent.</p>
12-month target 2.5-month target	<p>VM:</p> <p>To increase the completion rate from 86% (2019) to 88% (2024)</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	To build the capacity of staff to embed critical and creative thinking into pedagogy and curriculum. Yes

KIS 2.b Excellence in teaching and learning	To strengthen explicit use of data and backward planning in teams to inform curriculum development.	Yes
KIS 2.c Excellence in teaching and learning	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.	2023 goal	
Goal 3	To empower students to be actively engaged in their learning.	
12-month target 3.1-month target	Increase the percentage of positive endorsements in the Student Attitudes to School Survey: <ul style="list-style-type: none"> Differentiated Learning and Challenge from 94% (2019) to 95% (2024) Differentiated Learning and Challenge from 63% (2019) to 67% (2024) Differentiated Learning and Challenge from 62% (2019) to 66% (2024) 	
12-month target 3.2-month target	Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors - <ul style="list-style-type: none"> Stimulated Learning Environment from 83% (2019) to 87% (2024) Student Agency and Voice from 83% (2019) to 87% (2024) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Positive climate for learning	To instill high expectations in order to maximise student success.	Yes
KIS 3.b	To build teacher capacity to activate student voice and agency within the classroom.	Yes

Positive climate for learning		
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.	2023 goal	
Goal 4	To improve the social and emotional engagement and wellbeing of every student.	
12-month target 4.1-month target	2023 focus	
12-month target 4.2-month target	2023 focus	
12-month target 4.3-month target	Attendance: <ul style="list-style-type: none"> To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024) To decrease the percentage of students 7–12 with 20+ absence days from 38% (2019) to 30% (2024) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	To embed SWPBS across the curriculum in Years F—6 and 7—12	Yes
KIS 4.b Community engagement in learning	To strengthen learning partnerships between home and school with a particular emphasis on Attendance.	Yes
KIS 4.c Positive climate for learning	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.

2023 goal

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Due to the changes on NAPLAN in 2023 the emphasis on student data using NAPLAN will focus on two targeted groups of students in years 3,5,7 & 9, to be equal or higher than the Network percentile. <ul style="list-style-type: none"> • Students who are in the top two bands of Reading. • Students who 'Needs Additional Support'.
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>The SIT Teams for Numeracy and Literacy to implement an annual Action Plan that targets each of the priority areas for improvement.</p> <p>The Numeracy SIT will focus through the PLT 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 Professional Learning Teams using our Learning Specialists to upskill and support staff from all KLAs throughout the year.</p> <p>Due to the changes on NAPLAN in 2023 the emphasis on student data using NAPLAN will focus on two targeted groups of students in years 3,5,7 & 9, to be equal or higher than the Network percentile.</p> <ul style="list-style-type: none"> • Students who are in the top two bands of Reading. • Students who 'Needs Additional Support'.

	Learning Specialists will model and observe in classrooms to support best teaching practices			
Outcomes	A consistent approach in teaching practice leading to improved student outcomes by teachers across the learning areas. This will be observed by Learning Specialists. Teachers will develop and document resources to assist with differentiation in all subject areas. Students will show growth in learning outcomes across the year.			
Success Indicators	Naplan Data (Top 2 Band data and 'Needs Additional Support' data) School Report Reading and Numeracy results Teacher Judgement : Victorian Curriculum			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PD for Learning Specialists implementing Reading Strategies	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Whole School PD Reading	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used
School Improvement Teams	<input checked="" type="checkbox"/> Team leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Literacy & Numeracy Support Staff	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$242,000.00 <input checked="" type="checkbox"/> Equity funding will be used
New Metrics Team	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$356,831.29 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	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 three key goals of: <ul style="list-style-type: none"> - helping students and staff to more clearly see their own and other's wellbeing using VWB practices; - helping students and staff more systematically build wellbeing using the SEARCH framework; 			

	- facilitating learning through the visible wellbeing classroom process.			
Outcomes	Learning Specialists are observing VW practices taking place in the classroom.			
Success Indicators	There will be an improvement in the Student Attitudes to School survey data with a focus on 'Teacher Concern' and 'School Connectedness'.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve learning outcomes for all students.			
12-month target 2.1 target	<ul style="list-style-type: none"> Year 3 Reading from 21% (2023) to 73% (2024) Year 5 Reading from 70% (2023) to 83% (2024) Year 7 Reading from 74% (2023) to 75% (2024) Year 9 Reading from 64% (2023) to 68% (2024) Year 3 Numeracy from 30% (2023) to 71% (2024) Year 5 Numeracy from 52% (2023) to 75% (2024) Year 7 Numeracy from 65% (2023) to 73% (2024) Year 9 Numeracy from 63% (2023) to 65% (2024) 			
12-month target 2.2 target	<ul style="list-style-type: none"> Year 3 Reading from 37% (2023) to 20% (2024) Year 5 Reading from 00% (2023) to 00% (2024) Year 7 Reading from 05% (2023) to 00% (2024) Year 9 Reading from 11% (2023) to 05% (2024) Year 3 Numeracy from 35% (2023) to 20% (2024) Year 5 Numeracy from 10% (2023) to 05% (2024) 			

	<ul style="list-style-type: none"> Year 7 Numeracy from 08% (2023) to 04% (2024) Year 9 Numeracy from 11% (2023) to 05% (2024) 			
12-month target 2.3 target	<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"> Years F—6 Reading and Viewing from 31% (2022) to 34% Years F—6 Writing from 19% (2022) to 22% Years F—6 Number and Algebra from 24% (2022) to 27% Years 7—10 Reading and Viewing from 22% (2022) to 25% Years 7—10 Writing from 17% (2022) to 20% <p>Years 7—10 Number and Algebra from 14% (2022) to 17%</p>			
12-month target 2.4 target	<p>VCE:</p> <ul style="list-style-type: none"> The VCE median score to be at 31. The VCE English score to be at 29. <p>The percentage of scores at 40+ will be 5 per cent.</p>			
12-month target 2.5 target	<p>VM:</p> <p>To increase the completion rate from 86% (2019) to 88% (2024)</p>			
KIS 2.a Building practice excellence	To build the capacity of staff to embed critical and creative thinking into pedagogy and curriculum.			
Actions	2023 goal			
Outcomes	2023 goal			
Success Indicators	2023 goal			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

2023 goal	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
KIS 2.b Building practice excellence	To strengthen explicit use of data and backward planning in teams to inform curriculum development.			
Actions	2023 goal			
Outcomes	2023 goal			
Success Indicators	2023 goal			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
2023 goal	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Building practice excellence	To strengthen enrichment, challenge and differentiation of the curriculum and teacher practice.			
Actions	2023 goal			
Outcomes	2023 goal			
Success Indicators	2023 goal			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
2023 goal	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Goal 3	To empower students to be actively engaged in their learning.			
12-month target 3.1 target	Increase the percentage of positive endorsements in the Student Attitudes to School Survey: <ul style="list-style-type: none"> • Differentiated Learning and Challenge from 94% (2019) to 95% (2024) • Differentiated Learning and Challenge from 63% (2019) to 67% (2024) • Differentiated Learning and Challenge from 62% (2019) to 66% (2024) 			
12-month target 3.2 target	Parent Opinion Survey: To increase the percentage of positive endorsements in the following factors - <ul style="list-style-type: none"> • Stimulated Learning Environment from 83% (2019) to 87% (2024) • Student Agency and Voice from 83% (2019) to 87% (2024) 			
KIS 3.a Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success.			
Actions	2023 goal			
Outcomes	2023 goal			
Success Indicators	2023 goal			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

2023 goal	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
KIS 3.b Empowering students and building school pride	To build teacher capacity to activate student voice and agency within the classroom.			
Actions	The Strategic Planning and Implementation 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.			
Outcomes	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.			
Success Indicators	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.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
New Metrics Team will develop a rubrics to assess and monitor Student Voice and Agency	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	To improve the social and emotional engagement and wellbeing of every student.			
12-month target 4.1 target	2023 focus			
12-month target 4.2 target	2023 focus			

12-month target 4.3 target	Attendance: <ul style="list-style-type: none"> To decrease the percentage of students F—6 with 20+ absence days from 41% (2019) to 30% (2024) To decrease the percentage of students 7–12 with 20+ absence days from 38% (2019) to 30% (2024) 				
KIS 4.a Health and wellbeing	To embed SWPBS across the curriculum in Years F—6 and 7—12				
Actions	2023 focus				
Outcomes	2023 focus				
Success Indicators	2023 focus				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
2023 focus	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
KIS 4.b Parents and carers as partners	To strengthen learning partnerships between home and school with a particular emphasis on Attendance.				
Actions	Continued from 2023				

Outcomes	Continued from 2023			
Success Indicators	Continued from 2023			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Compass Professional Learning Attendance Officer structured processes Re-engagement programs Leah Waters - Visible Wellbeing Framework In-House PD's.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 4.c Health and wellbeing	To embed the Pastoral Care Program			
Actions	As above			
Outcomes	As above			
Success Indicators	As Above			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
As Above	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$729,792.32	\$1,017,600.00	-\$287,807.68
Disability Inclusion Tier 2 Funding	\$356,831.29	\$356,831.29	\$0.00
Schools Mental Health Fund and Menu	\$112,724.64	\$112,724.64	\$0.00
Total	\$1,199,348.25	\$1,487,155.93	-\$287,807.68

Activities and milestones – Total Budget

Activities and milestones	Budget
PD for Learning Specialists implementing Reading Strategies	\$50,000.00
Whole School PD Reading	\$70,000.00
School Improvement Teams	\$27,000.00
Literacy & Numeracy Support Staff	\$242,000.00
New Metrics Team	\$20,000.00
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	\$356,831.29
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	\$20,000.00
2023 goal	\$1.00

New Metrics Team will develop a rubrics to assess and monitor Student Voice and Agency	\$20,000.00
2023 focus	\$20,000.00
Compass Professional Learning Attendance Officer structured processes Re-engagement programs Leah Waters - Visible Wellbeing Framework In-House PD's.	\$120,000.00
Totals	\$945,832.29

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PD for Learning Specialists implementing Reading Strategies	from: Term 1 to: Term 4		<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	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
School Improvement Teams	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Literacy & Numeracy Support Staff	from: Term 1		<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
New Metrics Team	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	from: Term 1 to: Term 4		
2023 goal	from: Term 1 to: Term 4		
New Metrics Team will develop a rubrics to assess and monitor Student Voice and Agency	from: Term 1 to: Term 4		
2023 focus	from: Term 1 to: Term 4		
Compass Professional Learning Attendance Officer structured processes Re-engagement programs Leah Waters - Visible Wellbeing Framework In-House PD's.	from: Term 1 to: Term 4		

Totals		\$0.00	
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Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	from: Term 1 to: Term 4		
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
2023 focus	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
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PD for Learning Specialists implementing Reading Strategies	\$50,000.00
Whole School PD Reading	\$70,000.00
School Improvement Teams	\$27,000.00
Literacy & Numeracy Support Staff	\$242,000.00
New Metrics Team	\$20,000.00
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	\$356,831.29
Appointment of a Mental Health Leader	\$112,724.64
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	\$608,600.00
Totals	\$1,487,155.93

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
PD for Learning Specialists implementing Reading Strategies	from: Term 1 to: Term 4	\$50,000.00	<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	from: Term 1 to: Term 4	\$70,000.00	<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)
School Improvement Teams	from: Term 1	\$27,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
Literacy & Numeracy Support Staff	from: Term 1 to: Term 4	\$242,000.00	<input checked="" type="checkbox"/> School-based staffing
New Metrics Team	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)
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	from: Term 1 to: Term 4		
Appointment of a Mental Health Leader	from: Term 1 to: Term 4		
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	from: Term 1 to: Term 4	\$608,600.00	<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 <input checked="" type="checkbox"/> Assets
Totals		\$1,017,600.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
PD for Learning Specialists implementing Reading Strategies	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Whole School PD Reading	from: Term 1 to: Term 4		
School Improvement Teams	from: Term 1 to: Term 4		
Literacy & Numeracy Support Staff	from: Term 1 to: Term 4		
New Metrics Team	from: Term 1 to: Term 4		
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	from: Term 1 to: Term 4	\$356,831.29	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Leading teacher • Education support staff

			<ul style="list-style-type: none"> • Classroom teacher <input checked="" type="checkbox"/> Teaching and learning programs and resources • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning • <input checked="" type="checkbox"/> CRT • <input checked="" type="checkbox"/> Other workforces to support students with disability •
Appointment of a Mental Health Leader	from: Term 1 to: Term 4		
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	from: Term 1 to: Term 4		
Totals		\$356,831.29	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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PD for Learning Specialists implementing Reading Strategies	from: Term 1 to: Term 4		
Whole School PD Reading	from: Term 1 to: Term 4		
School Improvement Teams	from: Term 1 to: Term 4		
Literacy & Numeracy Support Staff	from: Term 1 to: Term 4		
New Metrics Team	from: Term 1 to: Term 4		
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	from: Term 1 to: Term 4		
Appointment of a Mental Health Leader	from: Term 1 to: Term 4	\$112,724.64	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 2 focus (free)

Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	from: Term 1 to: Term 4		
Totals		\$112,724.64	

Professional learning 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"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Dr Amy Berry Dr Leah Waters <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
Whole School PD Reading	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Dr Amy Berry Dr Leah Waters <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
School Improvement Teams	<input checked="" type="checkbox"/> Team leader(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	
Literacy & Numeracy Support Staff	<input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <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"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
New Metrics Team	<input checked="" type="checkbox"/> Careers leader/team	from: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional practice day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site

	<ul style="list-style-type: none"> ✔ Homegroup teachers ✔ Wellbeing team 	to: Term 4	<ul style="list-style-type: none"> ✔ Collaborative inquiry/action research team ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Formal school meeting / internal professional learning sessions ✔ Network professional learning 	<ul style="list-style-type: none"> ✔ External consultants <p>University of Melbourne</p>	University of Melbourne
Appointment of a D&I Leading Teacher and: Additional Staff Assistant	<ul style="list-style-type: none"> ✔ Education support ✔ Leading teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Curriculum development 	<ul style="list-style-type: none"> ✔ Whole school pupil free day ✔ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✔ Internal staff ✔ Departmental resources <p>Regional and Departmental</p>	✔ On-site
Wellbeing Team members to work on improving attendance including, YLC's, ES Staff and Mentors.	<ul style="list-style-type: none"> ✔ Education support ✔ Homegroup teachers ✔ Wellbeing team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Student voice, including input and feedback ✔ Demonstration lessons 	<ul style="list-style-type: none"> ✔ Whole school pupil free day ✔ Timetabled planning day 	<ul style="list-style-type: none"> ✔ Leadership partners ✔ Internal staff ✔ External consultants <p>Dr Any Berry Dr Leah Waters</p> <ul style="list-style-type: none"> ✔ Departmental resources <p>Dept Guide on Attendance</p> <ul style="list-style-type: none"> ✔ High Impact Teaching Strategies (HITS) 	✔ On-site

<p>Compass Professional Learning Attendance Officer structured processes Re-engagement programs Leah Waters - Visible Wellbeing Framework In-House PD's.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> SWPBS leader/team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Attendance Guide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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