

2022 Annual Implementation Plan

for improving student outcomes

Bairnsdale Secondary College (8466)



Submitted for review by Trudie Nagle (School Principal) on 27 January, 2022 at 01:51 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 14 February, 2022 at 09:33 AM
Endorsed by David Radford (School Council President) on 16 March, 2022 at 03:24 PM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>We have experienced significant growth in many areas of the College in 2021. Whilst all staff have engaged in the changes that have occurred over the past two years, the real challenge will be to see this work and growth continue in 2022.</p> <p>VCE results have been the best for many years. NAPLAN results held steady at year 7 and improved at year 9. (Writing was a stand out) The 3 surveys have all improved, although several clear messages delivered around data and engagement. Attendance data has remained similar to 2021, but let us be reminded that 2021 showed significant improvement on past years.</p>
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	<p>All areas of school performance: reading naplan, numeracy naplan, school climate, student attitude, engagement, participation, senior secondary results and overall performance have ALL IMPROVED.</p>
<p>Considerations for 2022</p>	<p>Key focus areas for 2022: Instructional model every classroom, every day and every session Learning walks..... authentic, rigorous and providing the teachers with meaningful way to improve practise Coaching / mentoring purposeful and targeting ways to improve classroom practise Feedback teachers to students and visa versa. Coaches to staff. Peer teacher observations. Curriculum documentation ... ensure that we are documenting the KLA units of work in a sequential manner and drawing consistency in delivery. Assessment schedules ... use of data for improved impact on teaching and learning. Students being targeted at their point of need. Student Voice and agency continued development across the 3 hubs</p> <p>It will be critical to ensure that all staff understand the importance of the connection between a students sense of well being, and how that will have a positive impact on their learning.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student achievement
Target 2.1	<p>Reading/Numeracy: Currently, as students move from NAPLAN Years 7-9, approximately 50% of students are retained in the top two bands. Our target is for 80% of students to be retained in top two bands.</p> <p>Writing: Currently, as students move from NAPLAN Years 7-9, approximately 25% of students are retained in the top two bands. Our target is for 60% of students to be retained in top two bands.</p>
Target 2.2	For Reading, Writing and Numeracy, the percentage of students making Medium to High <u>benchmark</u> growth in NAPLAN will be 80%.

Target 2.3	By the end of 2023, the English mean study score will be 27 and the Report 10 Adjusted Mean Score is 0 or above.
Target 2.4	By the end of 2023, the VCAL Completion Rates will match the 2019 State level of 78%.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed whole school curriculum and assessment approaches to support targeted, differentiated teaching and learning
Key Improvement Strategy 2.b Building practice excellence	Develop and embed an agreed Instructional Model.
Key Improvement Strategy 2.c Curriculum planning and assessment	Establish rigorous approaches to collaborative planning and preparation
Key Improvement Strategy 2.d Evaluating impact on learning	Build all leaders and teachers capacity to use data to effectively support student learning growth.
Key Improvement Strategy 2.e Evaluating impact on learning	Action Plan to accelerate improvement
Goal 3	Enhance student engagement
Target 3.1	Increase the Student Opinion Survey percentages of positive responses in <u>Motivation and Interest</u> to 65%; <u>Stimulating Learning</u> to 60% and for <u>Teacher Concern</u> to be 50%. These figures are matched to approximately the 2019 State averages.

Target 3.2	Increase the Staff Opinion Survey percentages of positive responses in <u>Trust in Students and Parents</u> to 50% and <u>Collective Focus on Student Learning</u> to 70%. These figures are matched to approximately the 2019 State averages.
Target 3.3	Increase the Student Opinion Survey percentages of positive responses in <u>Student Agency and Voice</u> to 65%; <u>Student Cognitive Engagement</u> to 60% and for <u>Confidence and Resiliency</u> to be 50%. These figures are matched to approximately the 2019 State averages.
Target 3.4	Decrease the percentage of students who are absent 20 or more days per year from the 2019 level of 40% to the state average in 2019 of 31%.
Key Improvement Strategy 3.a Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback
Key Improvement Strategy 3.b Parents and carers as partners	Enhance partnerships with families and the wider community to develop consistent, whole school programs to enhance student pathways
Goal 4	Empower students as lifelong learners
Target 4.1	Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 50%; <u>High Expectations</u> to 75%. These figures are matched to approximately the 2019 State averages.

Target 4.2	Increase the Staff Opinion Survey percentages of positive responses in <u>Teaching and Learning Implementation Module</u> to 60%. These figures are matched to approximately the 2019 State averages.
Target 4.3	Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 81%; <u>Motivation to 65%</u> and <u>High Expectations for Success</u> to 82%. These figures are matched to approximately the 2019 State averages.
Key Improvement Strategy 4.a Instructional and shared leadership	Build instructional and shared leadership to foster a culture of improvement across the school
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Improve student capabilities (critical and creative, ethic, personal and social, intercultural) so as to build a strong/rigorous and inclusive community
Key Improvement Strategy 4.c Vision, values and culture	Embed whole-school beliefs about our learning community and the schools' vision, values and culture

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>As a result of the work completed in 2022: There will a particular focus on numeracy outcomes for all students.</p> <p>All factors of student well being in the student survey will improve. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p> <p>The IM will allow all students to be taught at their point of need.</p>
Improve student achievement	Yes	<p>Reading/Numeracy: Currently, as students move from NAPLAN Years 7-9, approximately 50% of students are retained in the top two bands. Our target is for 80% of students to be retained in top two bands.</p> <p>Writing: Currently, as students move from NAPLAN Years 7-9, approximately 25% of students are retained in the top two bands. Our target is for 60% of students to be retained in top two bands.</p>	<p>Reading to remain in the top 2 bands 2022 Year 7 = (2021) 50 to 60%. Year 9 = (2021) 68 to 75%</p> <p>Numeracy to remain in the top 2 bands 2022 year 7 = (2021) 56 to 65%. Year 9 = (2021) 44 to 55%</p> <p>Writing to remain in the top 2 bands</p>

			2022. Year 7 = (2021) 60 to 70 % Year 9 = (2021) 21 to 30 %
		For Reading, Writing and Numeracy, the percentage of students making Medium to High <u>benchmark</u> growth in NAPLAN will be 80%.	Student's meeting OR above benchmark growth Year 7 Reading (2021) 59%. (2022) 70% Numeracy (2021) 67%. (2022) 75% Writing (2021) 70%. (2022) 80% Year 9. Reading (2021) 71%. (2022) 80% Numeracy (2021) 72%. (2022) 80% Writing (2021) 64%. (2022) 75%
		By the end of 2023, the English mean study score will be 27 and the Report 10 Adjusted Mean Score is 0 or above.	English mean study score (2021) 26. (2022) 28 Report 10 (2021). -2 (2022) Zero
		By the end of 2023, the VCAL Completion Rates will match the 2019 State level of 78%.	VCAL completion rates: 2022: Senior 100% Intermediate. 100% Foundation 100 %
Enhance student engagement	Yes	Increase the Student Opinion Survey percentages of positive responses in <u>Motivation and Interest</u> to 65%; <u>Stimulating Learning</u> to 60% and for <u>Teacher Concern</u> to be 50%. These figures are matched to approximately the 2019 State averages.	Student survey - level of positive endorsement Motivation and Interest 2021. 51% 2022 60% Stimulating Learning 2021. 46% 2022. 55%

			Teacher concern 2021. 32% 2022 45%
		Increase the Staff Opinion Survey percentages of positive responses in <u>Trust in Students and Parents</u> to 50% and <u>Collective Focus on Student Learning</u> to 70%. These figures are matched to approximately the 2019 State averages.	Staff survey - level of positive endorsement Trust in student and parents 2021. 39% 2022. 45% Collective focus on student learning 2021. 70% 2022. 80%
		Increase the Student Opinion Survey percentages of positive responses in <u>Student Agency and Voice</u> to 65%; <u>Student Cognitive Engagement</u> to 60% and for <u>Confidence and Resiliency</u> to be 50%. These figures are matched to approximately the 2019 State averages.	Student Survey - level of positive endorsement Student agency and voice 2021. 30%. 2022. 45% Differentiated learning challenge 2021. 55%. 2022. 70% Confidence and resilience 2021. 49%. 2022. 60%
		Decrease the percentage of students who are absent 20 or more days per year from the 2019 level of 40% to the state average in 2019 of 31%.	Percentage of students absent for 20 days or more. (7 - 12) 2021 41%. 2022. 30%
Empower students as lifelong learners	No	Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 50%; <u>High Expectations</u> to 75%. These figures are matched to approximately the 2019 State averages.	

		Increase the Staff Opinion Survey percentages of positive responses in <u>Teaching and Learning Implementation Module</u> to 60%. These figures are matched to approximately the 2019 State averages.	
		Increase the Student Opinion Survey percentages of positive responses in <u>Respect for Diversity</u> to 81%; <u>Motivation</u> to 65% and <u>High Expectations for Success</u> to 82%. These figures are matched to approximately the 2019 State averages.	

Goal 1	<p>2022 Priorities Goal
</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<p>As a result of the work completed in 2022: There will a particular focus on numeracy outcomes for all students.</p> <p>All factors of student well being in the student survey will improve. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p> <p>The IM will allow all students to be taught at their point of need.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student achievement	
12 Month Target 2.1	<p>Reading to remain in the top 2 bands 2022 Year 7 = (2021) 50 to 60%. Year 9 = (2021) 68 to 75%</p> <p>Numeracy to remain in the top 2 bands 2022 year 7 = (2021) 56 to 65%. Year 9 = (2021) 44 to 55%</p> <p>Writing to remain in the top 2 bands 2022. Year 7 = (2021) 60 to 70 % Year 9 = (2021) 21 to 30 %</p>	
12 Month Target 2.2	<p>Student's meeting OR above benchmark growth Year 7 Reading (2021) 59%. (2022) 70% Numeracy (2021) 67%. (2022) 75% Writing (2021) 70%. (2022) 80%</p>	

	Year 9. Reading (2021) 71%. (2022) 80% Numeracy (2021) 72%. (2022) 80% Writing (2021) 64%. (2022) 75%	
12 Month Target 2.3	English mean study score (2021) 26. (2022) 28 Report 10 (2021). -2 (2022) Zero	
12 Month Target 2.4	VCAL completion rates: 2022: Senior 100% Intermediate. 100% Foundation 100 %	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and embed whole school curriculum and assessment approaches to support targetted, differentiated teaching and learning	No
KIS 2 Building practice excellence	Develop and embed an agreed Instructional Model.	Yes
KIS 3 Curriculum planning and assessment	Establish rigorous approaches to collaborative planning and preparation	No
KIS 4 Evaluating impact on learning	Build all leaders and teachers capacity to use data to effectively support student learning growth.	No
KIS 5 Evaluating impact on learning	Action Plan to accelerate improvement	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Whilst all of the above KIS are relevant to an improving school, BSC will be focussing on</p> <ol style="list-style-type: none"> 1. Learning and wellbeing 2. Improving student outcomes 3. Embedding the IM in every class will improve classroom practise <p>At this point in our “journey of constant improvement” - we see these as the key Improving student outcomes to open the doors of opportunity for our students when they leave secondary education. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p>
<p>Goal 3</p>	<p>Enhance student engagement</p>
<p>12 Month Target 3.1</p>	<p>Student survey - level of positive endorsement Motivation and Interest 2021. 51% 2022 60%</p> <p>Stimulating Learning 2021. 46% 2022. 55%</p> <p>Teacher concern 2021. 32% 2022 45%</p>
<p>12 Month Target 3.2</p>	<p>Staff survey - level of positive endorsement Trust in student and parents 2021. 39% 2022. 45%</p> <p>Collective focus on student learning 2021. 70% 2022. 80%</p>
<p>12 Month Target 3.3</p>	<p>Student Survey - level of positive endorsement Student agency and voice 2021. 30%. 2022. 45%</p> <p>Differentiated learning challenge</p>

	2021. 55%. 2022. 70%	
	Confidence and resilience 2021. 49%. 2022. 60%	
12 Month Target 3.4	Percentage of students absent for 20 days or more. (7 - 12)	
	2021 41%. 2022. 30%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback	Yes
KIS 2 Parents and carers as partners	Enhance partnerships with families and the wider community to develop consistent, whole school programs to enhance student pathways	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>We will focus on enhancing the engagement with school and learning by our students, as this is key to motivation and improvement.</p> <p>Our self evaluation tells us (student survey) that students have been less engaged with and connected to school. 2022 needs to be a year when the students return to full time face to face learning and are excited and stimulated to “engage”. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p> <p>We will need to build a passion to learning from the students and support their pride in the College.</p>	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	As a result of the work completed in 2022: There will a particular focus on numeracy outcomes for all students. All factors of student well being in the student survey will improve. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning. The IM will allow all students to be taught at their point of need.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Record the main actions that BSC will use to achieve this KIS. To enhance the focus on numeracy: An additional learning specialist has been added to the team. Coaching will occur in all numeracy classes, provided by the learning specialists LS will meet regularly with the Principal to monitor progress The implementation of the IM in all classrooms will be a focus Student well being is supported by: the well being team, providing individual programs that are relevant, engaging and challenging at the student point of need. The HUBs will be engaged in personalising programs, to also promote engagement and connection to school Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.

Outcomes	<p>As a result of this work, we will see: The IM being used in all classes at every class, every day and in every session. The teachers behaviours will support the IM and their timing and focus will fall into line with the expectations of the IM Teachers will have peer observations both within their own classes and will go to observe other numeracy teachers classes. Coaches will be providing 1:1 feedback on sessions taught / observed and a cycle for continual improvement will be developed. Coaches will be seen working with KLA leaders and providing professional learning at staff meetings.</p> <p>The student surveys will support improved well being Staff will notice an improvement in student well being around the learning environment, plus if any concerns are evident These will be immediate reported to the well being team and the hubs for action SWPBS and Respectful relationships / pastoral programs will be evident Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p>			
Success Indicators	<p>How will we know that this is working? The agreed KLA assessment schedules will drive the collection of consistent summative data to determine growth. End of term (each term) reflections will occur on growth in all areas, but a particular focus on numeracy Various Data results including Naplan will indicate student growth The "team" excel sheet will allow for constant monitoring of students progress Formative assessments will ensure teaching at point of need - hence improved summative results</p> <p>Student well being will be monitored and improvement determined via: attendance data, compass / hubs and the number of behavioural concerns / number of referrals to well being team. Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
IM being evident in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400,000.00 <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
SWPBS Respectful Relationships Mental health practitioner Mental health funding	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Assessment schedules and PLC implementation	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <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
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>The well being team is comprehensive and has a broad scope for supporting students: Leaders / counsellors / Chaplains/ mental health practitioner / mental health funding (July) and learning support assistants All staff receive supervision and PD opportunities Specific programs have been implemented: BRACE model External expertise has been engaged Dan Petro Behavioural Analyst - will be on site 5 x 1 week blocks Connections will local and regional services will be constant, to support students</p> <p>All staff will be aware of student well being and the importance of relationships Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p> <p>Introduction of the "Virtual classroom"</p> <p>Ngooloo program will continue to develop specialised individual programs - focussed on VCAL and work opportunities for the most disengaged</p>			
Outcomes	<p>As a result of this work, we will see: Staff using the BRACE model when developing a student profile The well being team will run PD for all staff to develop capacity Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning. SWPBS/ RR and pastoral will be evident in all aspects of the learning program All staff will be able to look at behaviours and determine the purpose of the behaviour, then make appropriate pre corrections</p> <p>The virtual classroom will be be directly responsibility for improved engagement with school Clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning.</p>			

	Ngooloo will have improved connections with all students and will have increasing VCAL completions rates and reduced numbers of students leaving school without “ongoing employment”			
Success Indicators	<p>How will we know that our work has been successful? Improved quality and relevance of IEPs and student program adjustments - to show an increase in student outcomes</p> <p>Staff will be easily able to speak of the BRACE model Staff will be able to speak of clear connections between the importance of a student's sense of well being and how that will impact in a positive way on their learning. Positive engagement for the students in the virtual classroom</p> <p>Ngooloo will have improved connections with all students and will have increasing VCAL completions rates and reduced numbers of students leaving school without “ongoing employment”</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Enhance the work of the full well being team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$450,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Improve student achievement			

<p>12 Month Target 2.1</p>	<p>Reading to remain in the top 2 bands 2022 Year 7 = (2021) 50 to 60%. Year 9 = (2021) 68 to 75%</p> <p>Numeracy to remain in the top 2 bands 2022 year 7 = (2021) 56 to 65%. Year 9 = (2021) 44 to 55%</p> <p>Writing to remain in the top 2 bands 2022. Year 7 = (2021) 60 to 70 % Year 9 = (2021) 21 to 30 %</p>
<p>12 Month Target 2.2</p>	<p>Student's meeting OR above benchmark growth Year 7 Reading (2021) 59%. (2022) 70% Numeracy (2021) 67%. (2022) 75% Writing (2021) 70%. (2022) 80%</p> <p>Year 9. Reading (2021) 71%. (2022) 80% Numeracy (2021) 72%. (2022) 80% Writing (2021) 64%. (2022) 75%</p>
<p>12 Month Target 2.3</p>	<p>English mean study score (2021) 26. (2022) 28</p> <p>Report 10 (2021). -2 (2022) Zero</p>
<p>12 Month Target 2.4</p>	<p>VCAL completion rates: 2022: Senior 100% Intermediate. 100% Foundation 100 %</p>
<p>KIS 1 Building practice excellence</p>	<p>Develop and embed an agreed Instructional Model.</p>

Actions	<p>Excellent teaching leads to improved student outcomes IM in every classroom, every session, every day Coaching by LS and SIT team Authentic and rigorous learning walks across the school Improved understanding by all staff of how Literacy and Numeracy fit into their KLA area</p> <p>All VCE teachers will understand the reports that are available in VASS</p> <p>The VCAL team will ensure that all aspects of the program and the work requirements are understand and regularly monitored The VCAL team will meet regularly with each VCAL student to discuss progress toward their goals</p>			
Outcomes	<p>All staff will willingly be able to discuss the IM model and how they apply it to their classroom / KLA. We will see PD being delivered by the LS to all staff We will see coaching occurring in all literacy and numeracy classrooms</p>			
Success Indicators	<p>How do we know that this is working? As a result of the IM being in every classroom, every day and every session - the quality of teaching will improve and all student outcomes will improve We will see improvement in NAPLAN, VCE, VCAL completion rates Formative and summative assessments will show growth</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning specialists coaching in classrooms to implement IM	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <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	Enhance student engagement			
12 Month Target 3.1	Student survey - level of positive endorsement Motivation and Interest 2021. 51% 2022 60% Stimulating Learning 2021. 46% 2022. 55% Teacher concern 2021. 32% 2022 45%			
12 Month Target 3.2	Staff survey - level of positive endorsement Trust in student and parents 2021. 39% 2022. 45% Collective focus on student learning 2021. 70% 2022. 80%			
12 Month Target 3.3	Student Survey - level of positive endorsement Student agency and voice 2021. 30%. 2022. 45% Differentiated learning challenge			

	<p>2021. 55%. 2022. 70%</p> <p>Confidence and resilience 2021. 49%. 2022. 60%</p>
12 Month Target 3.4	<p>Percentage of students absent for 20 days or more. (7 - 12)</p> <p>2021 41%. 2022. 30%</p>
KIS 1 Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback
Actions	<p>The implementation of the IM will improve student connection to their learning Community consultation nights will provide parents with the chance to directly engage with the college</p> <p>Staff will receive PD on how to connect student learning to personal learning goals within their classes</p> <p>Student voice - the leadership profile opportunities for students will be enhanced Senior student and each year level will have a student voice program Staff will engage in PD around how they can enhance student voice in their classroom</p> <p>Attendance will be directly connected to the students desire to attend school Connection to their learning program and positive relationships with peers and staff Personalised programs will remove barriers to school</p>
Outcomes	<p>As a result of this work we will see: Increased student voice in each year level - students will be able to have direct input into decision making that effects them and their learning programs We will hear students discussing programs and decision making The hubs will meet with SV teams to gain feedback and plan fro improvement</p> <p>Attendance will improve</p>

	Community C nights will be well attended. The structure of these nights will be reframed in 2022			
Success Indicators	<p>How will we know that this is working? Attendance will be monitored monthly via panorama and the parent Liason officer will have a role here We will see a reduction in absences</p> <p>We will see students having personal learning goals and hear them being able to speak about them These goals will be monitored and regularly adjusted</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student voice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" 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
Community consultation nights	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,051,212.92	\$1,270,000.00	-\$218,787.08
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$60,058.28	\$400,000.00	-\$339,941.72
Total	\$1,111,271.20	\$1,670,000.00	-\$558,728.80

Activities and Milestones – Total Budget

Activities and Milestones	Budget
IM being evident in all classrooms	\$400,000.00
SWPBS Respectful Relationships Mental health practitioner Mental health funding	\$200,000.00
Enhance the work of the full well being team	\$450,000.00
Learning specialists coaching in classrooms to implement IM	\$200,000.00
Student voice	\$100,000.00
Community consultation nights	\$2,000.00
Totals	\$1,352,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
IM being evident in all classrooms	from: Term 1 to: Term 4	\$400,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Enhance the work of the full well being team	from: Term 1 to: Term 4	\$550,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets
Learning specialists coaching in classrooms to implement IM	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Student voice	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"/> Professional development (excluding CRT costs and new FTE)
Community consultation nights	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$1,270,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
SWPBS Respectful Relationships Mental health practitioner Mental health funding	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Social worker
Enhance the work of the full well being team	from: Term 1 to: Term 4	\$200,000.00	
Totals		\$400,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
IM being evident in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Enhance the work of the full well being team	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site

Learning specialists coaching in classrooms to implement IM	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Student voice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site