2023 Annual Implementation Plan

for improving student outcomes

Bairnsdale Secondary College (8466)

Submitted for review by Trudie Nagle (School Principal) on 13 December, 2022 at 03:05 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 16 February, 2023 at 10:18 AM
Endorsed by David Radford (School Council President) on 28 February, 2023 at 02:47 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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	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	

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	Staff survey - results pretty good (but areas to work on, always the case) Parent Survey - results not bad at all - but of over 800 families only 43 completed the survey, so relevance is questionable Student survey - results pretty disappointing really (participation rate at senior school low - 50%) NAPLAN results - not going to set the world on fire, but best in 5 years and seeing consistent growth. Year 9 results particularly pleasing and bucked the state trends. Engagement - Attendance - results improving, BUT have dropped this year. Is this an impact of the 2 years of interrupted schooling.

	Sickness that followed and a lack of 'strength' to return to school. Students took time away 'too easily' and this was allowed by families. VCE results - best in a number of years (English in particular) VCE and VCAL completion rates very good Participation rates (3 surveys) for the Staff 93%, students 75% and parent participation was terrible.

Considerations for 2023	Key focus areas for 2023:
	
	The important pieces of work do not change from year to year really. The Cycle of Improvement will be applied, so that our work is constantly improving as we continue to move forward toward excellence in every aspect of our work.
	
	Instructional model - every classroom, every day and every session
	
	      Learning walks - authentic, rigorous and providing the teachers with meaningful way to improve practise
	      Adjusted Coaching model - purposeful and targeting ways to improve classroom practise. Targeting more teaching staff and complementing the PDP process.
	      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.
	      Using Assessment pieces that are CARRAT. (Complete, Accurate, Reliable, Relevant And Timely)
	      Student Voice and agency - continued development across the 3 hubs
	
	"WellBeingMentalHealthTeachingandLearning" will be an important focus for 2023. Ensuring that all those who work at the College understand the interdependency of these elements.
	
	Supporting this understanding will be Kristen Douglas from Headspace delivering a whole BTN Professional Development Day in March 2023.

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** 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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 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	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. 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.
Target 2.2	For Reading, Writing and Numeracy, the percentage of students making Medium to High benchmark 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 targetted, 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 Motivation and Interest to 65%; Stimulating Learning to 60% and for Teacher Concern 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 (criticial 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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	As a result of the work in 2023 there will be a particular focus on numeracy outcomes for all students.All factors in the AToSS survey will improve.Clear connections will be made between the importance of a students wellbeing and how that will impact on their learning."WellBeingMentalHealthTeachingandLearning"
Improve student achievement	Yes	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. 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.	Naplan Reading top two bandsYear 7 16% 2022 to 20% 2023Year 9 21% 2022 to 25% 2023KOORIE students in the top 2 BandsYear 7 0% to 5%Year 9 15% to 20%
		For Reading, Writing and Numeracy, the percentage of students making Medium to High benchmark growth in NAPLAN will be 80%.	Naplan Students at or above benchmarkYear 7Reading 70% 2023Writing 80% 2023Numeracy 75% 2023Year 9Reading 80% 2023Writing 80% 2023Numeracy 75% 2023
		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 in 2023 will be 28.Report 10 Adjusted mean score will be zero

		By the end of 2023, the VCAL Completion Rates will match the 2019 State level of 78%.	Vocational Major (VM) completion rates will be: Level 1/2 100%Level 3/4 100%VPC 90%
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.	ATOSS Level of positive Endorsement2023 Motivation and Interest 55% 2023 Stimulating Learning 50%2023 Teacher Concern 40%2023 Student Voice Agency 40%2023 Differentiated learning 60%2023 Confidence and resilience 55%
		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 endorsement2023 School Climate 60%2023 Collective Efficacy 55%2023 Academic Emphasis 50%2023 Instructional Leadership 65%
		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.	incorporated above
		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 more than 20 days in 2023 will be, no more than:7 to 12 30%Percentage of KOORIE students absent for more than 20 days in 2023 will be, no more than:7 to 12 40%
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 to 65%</u> and <u>High Expectations for Success</u> to 82%. These figures are matched to approximately the 2019 State averages. | |

Goal 1	**2023 Priorities Goal** **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.**	
12 Month Target 1.1	As a result of the work in 2023 there will be a particular focus on numeracy outcomes for all students. All factors in the AToSS survey will improve. Clear connections will be made between the importance of a students wellbeing and how that will impact on their learning. "WellBeingMentalHealthTeachingandLearning"	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a 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
KIS 1.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.
Goal 2	**Improve student achievement**
12 Month Target 2.1	Naplan Reading top two bands Year 7 16% 2022 to 20% 2023 Year 9 21% 2022 to 25% 2023 KOORIE students in the top 2 Bands Year 7 0% to 5% Year 9 15% to 20%
12 Month Target 2.2	Naplan Students at or above benchmark Year 7 Reading 70% 2023 Writing 80% 2023 Numeracy 75% 2023 Year 9 Reading 80% 2023 Writing 80% 2023 Numeracy 75% 2023
12 Month Target 2.3	English mean study score in 2023 will be 28. Report 10 Adjusted mean score will be zero
12 Month Target 2.4	Vocational Major (VM) completion rates will be: Level 1/2 100% Level 3/4 100%

	VPC 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Develop and embed whole school curriculum and assessment approaches to support targetted, differentiated teaching and learning	No
KIS 2.b Building practice excellence	Develop and embed an agreed Instructional Model.	Yes
KIS 2.c Curriculum planning and assessment	Establish rigorous approaches to collaborative planning and preparation	No
KIS 2.d Evaluating impact on learning	Build all leaders and teachers capacity to use data to effectively support student learning growth.	No
KIS 2.e Evaluating impact on learning	Action Plan to accelerate improvement	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.	Whilst all of the above KIS's are relevant to an improving school, BSC will be focusing on: 1. Embedding the Instructional Model in every class will improve classroom practise 2. Learning and wellbeing - "WellBeingMentalHealthTeachingandLearning" 3. Improving student outcomes - Specific focus on Koorie student outcomes and how the classroom IM impacts on Koorie Learning At this point in our 'Journey of Constant Improvement' - we see these as the key in improving student outcomes to open the doors of opportunity for our students when they leave secondary education.	
Goal 3	**Enhance student engagement**	

12 Month Target 3.1	ATOSS Level of positive Endorsement 2023 Motivation and Interest 55% 2023 Stimulating Learning 50% 2023 Teacher Concern 40% 2023 Student Voice Agency 40% 2023 Differentiated learning 60% 2023 Confidence and resilience 55%	
12 Month Target 3.2	Staff Survey Level of positive endorsement 2023 School Climate 60% 2023 Collective Efficacy 55% 2023 Academic Emphasis 50% 2023 Instructional Leadership 65%	
12 Month Target 3.3	incorporated above	
12 Month Target 3.4	Percentage of students absent for more than 20 days in 2023 will be, no more than: 7 to 12 30% Percentage of KOORIE students absent for more than 20 days in 2023 will be, no more than: 7 to 12 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback	Yes
KIS 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	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.	We will focus on enhancing the engagement with school and learning by our students, as this is key to motivation and improvement. Our self evaluation tells us (student survey) that students have been less engaged with and connected to school. 2023 needs to be a year when the students attend full time learning and are excited and stimulated to 'engage'. Clear connections between the importance of a student's sense of wellbeing and how that will impact in a positive way on their learning. Feedback has been a key focus during 2022, this now needs to translate into a key element during the 2023 coaching model.

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** 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.
12 Month Target 1.1	As a result of the work in 2023 there will be a particular focus on numeracy outcomes for all students. All factors in the AToSS survey will improve. Clear connections will be made between the importance of a students wellbeing and how that will impact on their learning. "WellBeingMentalHealthTeachingandLearning"
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	The main actions that BSC will use to achieve this KIS. To enhance the focus on numeracy: We have adjusted the KLA leader role. Withdrawn the purchase of textbooks at Years 7 to 9. Increased PD around numeracy versus maths skills. Coaching will occur in all numeracy classes, provided by the Learning Specialists and assigned coaches. Learning Specialists will meet once per month with the Principal to monitor progress. The implementation of the Instructional Model (IM) in all classrooms will be a focus and part of the PD for our maths teachers, breaking down each section of the IM and determining what that looks like for a maths session. Student wellbeing is supported by the Wellbeing team, providing individual programs that are relevant, engaging and challenging at the student point of need. The HUB's 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 wellbeing and how that will impact in a positive way on their learning.

Outcomes	As a result of this work, we will see: The Instructional Model (IM) being used in all classes at every class, every day and in every session. Teacher 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. The student surveys will support improved wellbeing. Staff will notice an improvement in student wellbeing around the learning environment, plus if any concerns are evident, these will be immediately reported to the Wellbeing 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 wellbeing and how that will impact in a positive way on their learning.
Success Indicators	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. 'EMBER' will allow for constant monitoring of student progress. Formative assessments will ensure teaching at point of need - hence improved summative results Student wellbeing will be monitored, and improvement determined via: attendance data, Compass / hubs and the number of behavioural concerns / number of referrals to Wellbeing 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. "WellBeingMentalHealthTeachingandLearning"

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Instructional Model is in every classroom	☑ All Staff	☑ PLP Priority	from: Term 1	$200,000.00

			to: Term 4	☑ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	The Wellbeing team is comprehensive and has a broad scope for supporting students: The team consists of Leaders, Counsellors, Chaplains, a Mental Health Practitioner and Learning Support Assistants, supported with mental health funding. All staff receive supervision and PD opportunities Specific programs have been implemented including the BRACE model. External expertise has been engaged Dan Petro Behavioural Analyst - Dan has been on site in 2022 for 5 x 1 week blocks. Connections with local and regional services will be constant to support students. All staff will be aware of student wellbeing and the importance of relationships. Clear connections between the importance of a student's sense of wellbeing and how that will impact in a positive way on their learning. "WellBeingMentalHealthTeachingandLearning" Continue the work of the 'Flexible classroom". Ngooloo program will continue to develop specialised individual programs - focused on VM VPC and work opportunities for the most disengaged.

Outcomes	As a result of this work, we will see: Staff using the BRACE model when developing a student profile. The Wellbeing team will run PD for all staff to develop capacity. Clear connections between the importance of a student's sense of wellbeing and how that will impact in a positive way on their learning. SWPBS/ Respectful Relationships 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. The Flexible classroom will be directly responsibility for improved engagement with school. Clear connections between the importance of a student's sense of wellbeing and how that will impact in a positive way on their learning. Ngooloo will have improved connections with all students and will have increasing VM VPC completions rates and reduced numbers of students leaving school without 'ongoing employment'.
Success Indicators	How will we know that our work has been successful? Improved quality and relevance of IEP's and student program adjustments - to show an increase in student outcomes. 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 wellbeing and how that will impact in a positive way on their learning. Positive engagement for the students in the virtual classroom. Ngooloo will have improved connections with all students and will have increasing VM VPC completions rates and reduced numbers of students leaving school without 'ongoing employment'.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Enhance the work of the Well-Being team "WellBeingMentalHealthTeachingandLearning"	☑ All Staff ☑ Respectful Relationships Implementation Team ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$662,000.00 ☑ Equity funding will be used

		☑ Wellbeing Team			☐ Disability Inclusion Tier 2 Funding will be used
					☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve student achievement
12 Month Target 2.1	Naplan Reading top two bands Year 7 16% 2022 to 20% 2023 Year 9 21% 2022 to 25% 2023 KOORIE students in the top 2 Bands Year 7 0% to 5% Year 9 15% to 20%
12 Month Target 2.2	Naplan Students at or above benchmark Year 7 Reading 70% 2023 Writing 80% 2023 Numeracy 75% 2023 Year 9 Reading 80% 2023 Writing 80% 2023 Numeracy 75% 2023
12 Month Target 2.3	English mean study score in 2023 will be 28. Report 10 Adjusted mean score will be zero

12 Month Target 2.4	Vocational Major (VM) completion rates will be: Level 1/2 100% Level 3/4 100% VPC 90%
KIS 2.b Building practice excellence	Develop and embed an agreed Instructional Model.
Actions	Excellent teaching leads to improved student outcomes. IM in every classroom, every session, every day. New Coaching model developed. Authentic and rigorous learning walks across the school. Improved understanding by all staff of how Literacy and Numeracy fit into their KLA area. All VCE teachers will understand the reports that are available in VASS. The VM team will ensure that all aspects of the program and the work requirements are understand and regularly monitored The VM team will meet regularly with each VM student to discuss progress toward their goals.
Outcomes	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 to all staff in line with the new coaching model for 2023. We will see coaching occurring in all classrooms.
Success Indicators	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. This will have a positive impact on the Koorie outcomes also. We will see improvement in NAPLAN, VCE and VM completion rates. Formative and summative assessments will show growth.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
New Coaching model across the College	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Enhance student engagement
12 Month Target 3.1	ATOSS Level of positive Endorsement 2023 Motivation and Interest 55% 2023 Stimulating Learning 50% 2023 Teacher Concern 40% 2023 Student Voice Agency 40% 2023 Differentiated learning 60% 2023 Confidence and resilience 55%
12 Month Target 3.2	Staff Survey Level of positive endorsement 2023 School Climate 60% 2023 Collective Efficacy 55% 2023 Academic Emphasis 50% 2023 Instructional Leadership 65%
12 Month Target 3.3	incorporated above

12 Month Target 3.4	Percentage of students absent for more than 20 days in 2023 will be, no more than: 7 to 12 30% Percentage of KOORIE students absent for more than 20 days in 2023 will be, no more than: 7 to 12 40%
KIS 3.a Empowering students and building school pride	Activate student agency to establish authentic partnerships, including mechanisms for goal setting, and feedback
Actions	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. The challenge is how to get more parents to attend these opportunities. Staff will receive PD on how to connect student learning to personal learning goals within their classes. Student voice - the leadership profile opportunities for students will be enhanced at every year level. 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, to allow students more opportunity to have a voice in what makes up their curriculum. 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, that focus on successful outcomes and pathways will remove barriers to school.
Outcomes	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. We will hear students discussing programs and being involved in decision making. The hubs will meet with Student Voice teams to gain feedback and plan for improvement. Attendance will improve (Yeah!)

	Community Feedback nights will be well attended. The structure of these nights will need to be reframed in 2023.
Success Indicators	How will we know that this is working? Attendance will be monitored fortnightly via panorama. There is a team that monitors attendance (Parent Liaison officers, HUB admin) Hub teams then follow up this work. We will see a reduction in absences. 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.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Voice Teams	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Attendance teams	☑ Education Support ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used

| | | | | ☐ Disability Inclusion Tier 2 Funding will be used

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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,093,772.04	$1,287,564.30	-$193,792.26
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$124,435.70	$124,435.70	$0.00
Total	**$1,218,207.74**	**$1,412,000.00**	**-$193,792.26**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Instructional Model is in every classroom	$200,000.00
Enhance the work of the Well-Being team "WellBeingMentalHealthTeachingandLearning"	$662,000.00
New Coaching model across the College	$200,000.00
Student Voice Teams	$150,000.00
Attendance teams	$200,000.00
Totals	**$1,412,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Instructional Model is in every classroom	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Assets
Enhance the work of the Well-Being team "WellBeingMentalHealthTeachingandLearning"	from: Term 1 to: Term 4	$537,564.30	☑ School-based staffing
New Coaching model across the College	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Student Voice Teams	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Attendance teams	from: Term 1 to: Term 4	$200,000.00	☑ School-based staffing
Totals		$1,287,564.30	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Enhance the work of the Well-Being team "WellBeingMentalHealthTeachingandLearning"	from: Term 1 to: Term 4	$124,435.70	☑ Active Schools (free)
New Coaching model across the College	from: Term 1 to: Term 4	$0.00	
Student Voice Teams	from: Term 1 to: Term 4	$0.00	
Totals		**$124,435.70**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	**$0.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

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
Instructional Model is in every classroom	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Communities of Practice	☑ SEIL ☑ Learning Specialist ☑ Student Achievement Manager	☑ On-site
Enhance the work of the Well-Being team "WellBeingMentalHealthTeachingandLearning"	☑ All Staff ☑ Respectful Relationships Implementation Team ☑ School Improvement Team ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day ☑ Network Professional Learning	☑ Academy program/course ☑ External consultants Kristen Douglas Head Space	☑ On-site
New Coaching model across the College	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Timetabled Planning Day ☑ Communities of Practice	☑ Internal staff	☑ On-site

Student Voice Teams	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Attendance teams	☑ Education Support ☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ SEIL ☑ Internal staff	☑ On-site