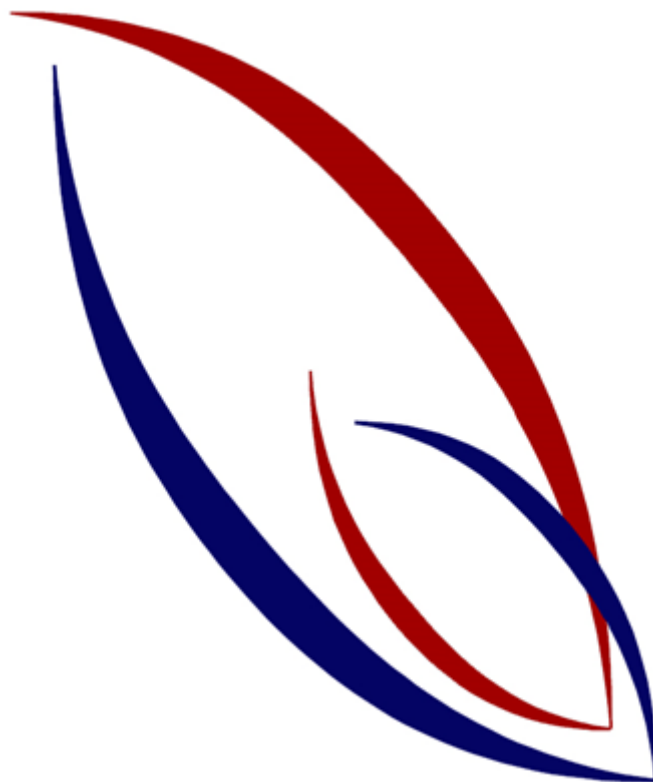


2023 Annual Implementation Plan

for improving student outcomes

Keilor Downs Secondary College (8715)



Submitted for review by Linda Maxwell (School Principal) on 21 December, 2022 at 03:57 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 19 February, 2023 at 08:22 PM
Endorsed by Gurpreet Thiara (School Council President) on 27 March, 2023 at 03:38 PM

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	To maximize the achievement and learning growth of every student, particularly in literacy and numeracy
Target 2.1	NAPLAN Year 7–9 benchmark growth By 2023, increase the percentage of students meeting or above benchmark NAPLAN growth <ul style="list-style-type: none"> • Reading to 85 or above (from 74.2 in 2019) • Writing to 80 or above (from 65.6 in 2019) • Numeracy to 80 or above (from 71.2 in 2019).
Target 2.2	NAPLAN Year 9 students performing in the top two bands/bottom two bands By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for <ul style="list-style-type: none"> • Reading to 25 or above (from 21 in 2019) • Writing to 15 or above (from 8 in 2019)

	<ul style="list-style-type: none"> Numeracy to 28 or above (from 21 in 2019) <p>By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for</p> <ul style="list-style-type: none"> Reading to 15 or below (from 22 in 2019) Writing to 25 or below (from 36 in 2019) Numeracy to 10 or below (from 16 in 2019).
Target 2.3	<p>VCE</p> <ul style="list-style-type: none"> The VCE English score will increase from 29.93 in 2018 to 30 or above by 2023 The VCE study score mean will increase from 30.12 in 2018 to 30.5 or above by 2023.
Target 2.4	<p>Across Years 7–10, the percentage of students demonstrating 12 months or more learning growth using teacher judgement data that has been triangulated with reference to agreed norm–referenced/standards–based data.will increase for:</p> <ul style="list-style-type: none"> Reading and viewing from xx% to 95% Writing from xx% to 95% Numeracy from xx% to 95%
Target 2.5	<p>Staff opinion as measured on the School Staff Survey (SSS)</p> <p>By 2023, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> Academic emphasis—to 70 or above (from 55.2 in 2018) Teacher collaboration—to 70 or above (from 54.7 in 2018) Collective efficacy—to 70 or above (from 61.5 in 2018)

Key Improvement Strategy 2.a Curriculum planning and assessment	Strengthen teacher and team capability to utilize data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
Key Improvement Strategy 2.b Building practice excellence	Embed the agreed college instructional model, integrating the use of High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 2.c Building practice excellence	Further develop PLT culture and structures which support systematic and consistent feedback processes, based on strategies such as coaching and peer observation
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop and implement a whole college literacy and numeracy plan
Key Improvement Strategy 2.e Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 3	To improve student engagement and learner agency
Target 3.1	<p>Drafting note: please consider additional sources of engagement data, e.g. retention, attendance, SWPBS</p> <p>Student opinion as shown in the AToSS</p> <p>By 2023, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—75 or above (from 56 in 2019) • Stimulated learning—75 or above (from 66 in 2019) • Self-regulation and goal setting—80 or above (from 70 in 2019)
Target 3.2	<p>Extra curricular engagement</p> <p>Increase the percentage of students in Years 8 and 9 participating in an extracurricular program from xx% to 95%</p>

Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a comprehensive student agency strategy to ensure self-regulated learners
Key Improvement Strategy 3.b Empowering students and building school pride	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes
Goal 4	To improve the social and emotional engagement and wellbeing of every student
Target 4.1	<p>Student opinion as shown in the AToSS</p> <p>By 2023, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—80 or above (from 68 in 2019) • Teacher concern—65 or above (from 51 in 2019) • Effort—85 or above (from 76 in 2019) • Resilience—80 or above (from 71 in 2019)
Target 4.2	<p>Student attendance</p> <ul style="list-style-type: none"> • By 2023, student absent days per full time equivalent will less than 14 days at Years 9, 10 and 12 • By 2023, average absence days unapproved will be less than 4.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement a whole college strategy to support self-regulating behaviour, based on SWPBS and emotional self-regulation
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Implement approaches to further improve learning culture and dispositions based on explicit teaching of effort and resilience

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN Year 9 students performing in the top two bands/bottom two bands. By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for: Reading to 24 or above (from 21 in 2019) Writing to 12 or above (from 8 in 2019) Numeracy to 28 or above (from 21 in 2019)</p> <p>By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for: Reading to 18 or below (from 22 in 2019) Writing to 25 or below (from 36 in 2019) Numeracy to 12 or below (from 16 in 2019).</p> <p>Sense of connectedness— 75 or above (from 68 in 2019) Teacher concern—55 or above (from 51 in 2019) Effort—85 or above (from 76 in 2019) Resilience—80 or above (from 71 in 2019)</p> <p>By 2023, student absent days per full time equivalent will less than 15 days at Years 9, 10 and 12 By 2023, average absence days unapproved will be less than 5.</p>

To maximize the achievement and learning growth of every student, particularly in literacy and numeracy	No	<p>NAPLAN Year 7–9 benchmark growth</p> <p>By 2023, increase the percentage of students meeting or above benchmark NAPLAN growth</p> <ul style="list-style-type: none"> • Reading to 85 or above (from 74.2 in 2019) • Writing to 80 or above (from 65.6 in 2019) • Numeracy to 80 or above (from 71.2 in 2019). 	
		<p>NAPLAN Year 9 students performing in the top two bands/bottom two bands</p> <p>By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 25 or above (from 21 in 2019) • Writing to 15 or above (from 8 in 2019) • Numeracy to 28 or above (from 21 in 2019) <p>By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for</p> <ul style="list-style-type: none"> • Reading to 15 or below (from 22 in 2019) • Writing to 25 or below (from 36 in 2019) • Numeracy to 10 or below (from 16 in 2019). 	
		<p>VCE</p> <ul style="list-style-type: none"> • The VCE English score will increase from 29.93 in 2018 to 30 or above by 2023 • The VCE study score mean will increase from 30.12 in 2018 to 30.5 or above by 2023. 	
		<p>Across Years 7–10, the percentage of students demonstrating 12 months or more learning growth using teacher judgement data that</p>	

		<p>has been triangulated with reference to agreed norm–referenced/standards–based data.will increase for:</p> <ul style="list-style-type: none"> • Reading and viewing from xx% to 95% • Writing from xx% to 95% • Numeracy from xx% to 95% 	
		<p>Staff opinion as measured on the School Staff Survey (SSS)</p> <p>By 2023, the per cent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—to 70 or above (from 55.2 in 2018) • Teacher collaboration—to 70 or above (from 54.7 in 2018) • Collective efficacy—to 70 or above (from 61.5 in 2018) 	
To improve student engagement and learner agency	No	<p>Drafting note: please consider additional sources of engagement data, e.g. retention, attendance, SWPBS</p> <p>Student opinion as shown in the AToSS</p> <p>By 2023, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—75 or above (from 56 in 2019) • Stimulated learning—75 or above (from 66 in 2019) • Self–regulation and goal setting—80 or above (from 70 in 2019) 	
		<p>Extra curricular engagement</p> <p>Increase the percentage of students in Years 8 and 9 participating in an extracurricular program from xx% to 95%</p>	
	No	<p>Student opinion as shown in the AToSS</p>	

To improve the social and emotional engagement and wellbeing of every student		<p>By 2023, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—80 or above (from 68 in 2019) • Teacher concern—65 or above (from 51 in 2019) • Effort—85 or above (from 76 in 2019) • Resilience—80 or above (from 71 in 2019) 	
		<p>Student attendance</p> <ul style="list-style-type: none"> • By 2023, student absent days per full time equivalent will less than 14 days at Years 9, 10 and 12 • By 2023, average absence days unapproved will be less than 4. 	

Goal 1	<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
12 Month Target 1.1	<p>NAPLAN Year 9 students performing in the top two bands/bottom two bands</p> <p>By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for</p> <p>Reading to 24 or above (from 21 in 2019)</p> <p>Writing to 12 or above (from 8 in 2019)</p> <p>Numeracy to 28 or above (from 21 in 2019)</p> <p>By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for</p> <p>Reading to 18 or below (from 22 in 2019)</p> <p>Writing to 25 or below (from 36 in 2019)</p> <p>Numeracy to 12 or below (from 16 in 2019).</p> <p>Sense of connectedness— 75 or above (from 68 in 2019)</p>

	Teacher concern—55 or above (from 51 in 2019) Effort—85 or above (from 76 in 2019) Resilience—80 or above (from 71 in 2019) By 2023, student absent days per full time equivalent will less than 15 days at Years 9, 10 and 12 By 2023, average absence days unapproved will be less than 5.	
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 mobilize 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.	

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	NAPLAN Year 9 students performing in the top two bands/bottom two bands By 2023, increase the percentage of Year 9 students in the top 2 NAPLAN bands for Reading to 24 or above (from 21 in 2019) Writing to 12 or above (from 8 in 2019) Numeracy to 28 or above (from 21 in 2019) By 2023, decrease the percentage of Year 9 students in the bottom 2 NAPLAN bands for Reading to 18 or below (from 22 in 2019) Writing to 25 or below (from 36 in 2019) Numeracy to 12 or below (from 16 in 2019). Sense of connectedness— 75 or above (from 68 in 2019) Teacher concern—55 or above (from 51 in 2019) Effort—85 or above (from 76 in 2019) Resilience—80 or above (from 71 in 2019) By 2023, student absent days per full time equivalent will less than 15 days at Years 9, 10 and 12 By 2023, average absence days unapproved will be less than 5.
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	To continue with the CARES Framework but move the focus to develop and implement a range of strategies to support the A: Aspirational & Active Learning. This work will continue to reinforce the GANAG instructional practice model, building teacher capacity in effective questioning, improving focus on high gain application strategies, such as collaboration and explicit thinking strategies, and gaining feedback through reflective questioning. To ensure that the Teaching and Learning Team supports the focus on promoting Aspirational & Active Learning within the

	<p>framework of GANAG, through individual and small group support, provision of targeted professional learning and support for PLT's and KLAs.</p> <p>Teachers will continue to prioritize the implementation of supportive classroom practices such as GANAG, thinking skills, flipped classroom strategies, formative assessment, effective questioning and a variety of feedback mechanisms to promote self-regulated learning in students. This will be a sustained focus of all KLA & PLT work, including PDP days, professional learning and time release.</p> <p>The Teaching and Learning Team will continue to support PLT processes by developing resources, protocols and timelines to support their successful implementation. They will also support the PLT cycles with time release for peer coaching, specific support from Learning Specialists and 'at need' professional learning.</p> <p>Tutors (TLI) will continue to be used in Year 7 - 9 English classes to support the literacy of identified students. A combination of tutors (TLI) and Maths Assistant (Equity funding) will work in 7 - 9 Maths classes to support the numeracy of identified students. They will use a combination of team teaching, small group work or targeted withdrawal to support English and Maths teachers.</p> <p>Extra support in terms of time release, leadership positions and a small working party will support the introduction of the VCE - Vocational Major. The working party will also investigate the elective program at Year 10 to improve the range of vocational options and design a more supportive transition into the VCE - VM.</p>
Outcomes	<p>GANAG and the Aspirational & Active Learner framework are well understood and there is evidence of implementation by all teachers through key structures such as PLCs, KLAs, PDP plans and time release data.</p> <p>Teachers are regularly planning and implementing strategies that support students to be self-regulated learners. These include consistent use of GANAG processes such as goal setting, goal review, regular use of the thinking skills in application, effective use of feedback mechanisms and a growing confidence in effective questioning.</p> <p>All teachers are regularly using the key ICT tools agreed upon and have incorporated these into their planning, curriculum delivery and assessment.</p> <p>Students understand GANAG , routinely use related language, have expectations that it occurs in classrooms every lesson and are aware of their responsibilities such as responding to goals and feedback</p> <p>There is a move to more class time being used for high-gain application strategies such as the thinking skills, metacognition, questioning and response to feedback.</p> <p>PLT meetings are strongly attended, examples of changing practice are demonstrated, there is good uptake of 'at need' professional</p>

	<p>learning and requested use of Learning Specialists and feedback from teachers is that goals and priorities are well aligned and coherent</p> <p>Literacy and numeracy data for bottom two bands show improvement, student efficacy data gathered by tutors is positive and English and Maths teachers report positive partnerships with tutors and assistants.</p> <p>Effective processes, documentation and curriculum are developed for Year 11 VCE - VM. Student monitoring processes have been refined and are being implemented effectively. The working party produces an evaluation of current Year 10 electives and a plan for future development to improve vocational offerings.</p>			
Success Indicators	<p>Policy and procedure documents reflect whole school implementation of these priorities, and student tools to support GANAG and Aspirational/active learning such as posters, handbooks, curriculum materials and organizers are regularly seen in classrooms</p> <p>Surveys and data collection by the Learning Specialists shows positive endorsement of the PLT process by staff.</p> <p>Staff Opinion survey - improvements in Teaching & Learning - Practice Improvement factors</p> <p>ATOSS and SOS parameters directly related to this show improved positive responses</p> <p>Literacy and Numeracy NAPLAN targets have been met, particularly in terms of reduction in bottom two bands and TLI data shows improved student efficacy for targeted students.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Maintain a high level of leadership in this area through supporting the Teaching & Learning Team, including Leading Teachers and Learning Specialists with responsibility for curriculum leadership, building teacher capacity and improving instructional practice.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <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
Teaching & Learning Team implements a clear annual plan to support priorities of GANAG and Aspiration/Active Learning to design & deliver a coordinated professional learning program focused on instructional practice through curriculum days, PLT sessions, time release for teachers to work with Instructional Practice team.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <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
The PLT structure and processes are fully implemented as a key component of teacher professional learning, including development of documentation, allocation of meeting time, budget for time release and support from Learning Specialists.	<input checked="" type="checkbox"/> KLA Leader <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	\$15,000.00 <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
To provide a high level of time release in the Curriculum and KLA budgets to support curriculum development and capacity building in the priority areas.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$40,000.00

			to: Term 4	<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
Embed Maths Assistants in every Year 7 & 8 Maths class to better support differentiation and targeted teaching to individual students.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00 <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
Provide a comprehensive tutoring program in Year 7 - 9 English and Year 9 Maths to support targeted students with their literacy & numeracy	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$400,000.00 <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
To implement a new position of responsibility to monitor and support the implementation of Year 11 Vocational Major. To establish a working party to review Year 10 elective offering to provide an more effective transition into VCE-VM.	<input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Senior Secondary Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	House and Wellbeing Teams to continue to focus on the Resilience aspect of KDC CARES, and will develop programs, activities, policies and resources to support this with both students and staff. Meeting time, professional learning and time release will be provided to allow effective implementation. Promote a culture of effort and resilience through House and Home Group structures, targeted activities, student documentation and community communication. Specific learning activities, programs and resources will be developed and implemented to increase student understanding of these aspects of resilience and self-regulation. To use the new Mental Health Fund to increase the range of short-term intervention programs for targeted students and to build staff capacity by offering a range of professional learning opportunities, including pupil-free days and attendance at both internal and external professional development activities.			

	<p>Effectively embed the updated SWPBS matrix and support it with strategies and processes such as refining reward systems, evaluating data collection, updating the handbook, supporting the induction of new staff & delivering professional development on identified issues.</p> <p>Continue to run House meetings as workshops, with improved use of student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students. Offer a range of 'at need' professional learning as issues are identified.</p> <p>To continue to develop the social curriculum program by evaluating and refining the Year 7 - 9 Explore curriculum to address current and emerging issues such as resilience, mental health, help-seeking and emotional self-regulation.</p> <p>Continue to strengthen collaboration, communication and coordinated service delivery across our Wellbeing services including SWC's, Mental Health Practitioner, psychologists, Doctors in Schools program and Health Promotion Nurse to provide a comprehensive system of student support programs, activities and services to support mental health and wellbeing.</p> <p>To develop even more comprehensive connections and relationships between our Wellbeing Team and the network SSS service and external agencies to better address the needs of Tier 3 students.</p>
Outcomes	<p>Teachers notice an improvement in student self-regulation and resilience in their learning and behaviour, such as improved goal-setting, responding to feedback, identifying a significant other and independent help-seeking.</p> <p>Students can articulate and demonstrate a stronger understanding of the concepts of resilience, self-regulation and effort.</p> <p>Increased use of individualized student data and case management approaches can be seen in House meetings, leading to more effective interventions and coordinated approaches to Tier 2 & 3 students.</p> <p>There is continued improvement in the learning climate of classrooms and the general school environment. Incidences of upstander behaviour, altruism and positive behaviours have increased. SWPBS materials and structures have been refreshed and embedded.</p> <p>An expanded range of small group wellbeing intervention programs have been conducted to support identified students, with outcomes evaluated through student and staff feedback.</p> <p>Sustainable systems, programs and processes have been set up, including scheduling, record-keeping and student communication mechanisms, to facilitate effective collaboration across all wellbeing staff. Relationships with external agencies have become more coherent and efficient.</p>

	House Leaders and Coordinators have all undertaken specific professional development in assessing and supporting low level wellbeing issues and consistent processes and protocols are evident across all Houses. All teachers have been involved in professional learning sessions focused on targeted wellbeing issues.			
Success Indicators	<p>There are improvements in the positive response rate to specific factors related to resilience, agency and self-regulation in the AToSS.</p> <p>Through survey data and results of the Staff Survey, teachers are reporting higher levels of student self-regulation and resilience.</p> <p>Improved results in relevant factors of ATOSS (sense of connectedness, teacher concern, sense of confidence, resilience). .</p> <p>Survey and focus group data on the number and effectiveness of small group intervention programs delivered.</p> <p>Survey and anecdotal data from staff reports improved capacity in understanding and dealing with targeted student wellbeing and management issues.</p> <p>Structured feedback from Wellbeing Team and allied health personnel on effectiveness of programs and processes across the well being team</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide high levels of leadership support, resources and time to House Leaders to run House meetings as workshops, with improved use of individualized student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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

Provide time, funding and support to continue the development of our social curriculum program including funding for program coordination and time release for curriculum development.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <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
Maintain a strong Wellbeing Team, including two counsellors, a Mental Health Professional and a Health Promotion Nurse and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team. Broaden the range of programs and support services available to students.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <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
To use the new Mental Health Fund to increase the range of short-term intervention programs for targeted students and to build staff capacity by offering a range of professional learning opportunities, including pupil-free days and attendance at both internal and external professional development activities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$78,058.15 <input type="checkbox"/> Equity funding will be used

				<div><div><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</div><div><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</div></div>
--	--	--	--	--

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$785,125.79	\$313,000.00	\$472,125.79
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$118,058.15	\$118,058.15	\$0.00
Total	\$903,183.94	\$431,058.15	\$472,125.79

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Maintain a high level of leadership in this area through supporting the Teaching & Learning Team, including Leading Teachers and Learning Specialists with responsibility for curriculum leadership, building teacher capacity and improving instructional practice.	\$130,000.00
To provide a high level of time release in the Curriculum and KLA budgets to support curriculum development and capacity building in the priority areas.	\$40,000.00
Embed Maths Assistants in every Year 7 & 8 Maths class to better support differentiation and targeted teaching to individual students.	\$75,000.00
To implement a new position of responsibility to monitor and support the implementation of Year 11 Vocational Major. To establish a working party to review Year 10 elective offering to provide an more effective transition into VCE-VM.	\$22,000.00

Provide high levels of leadership support, resources and time to House Leaders to run House meetings as workshops, with improved use of individualized student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students.	\$6,000.00
Maintain a strong Wellbeing Team, including two counsellors, a Mental Health Professional and a Health Promotion Nurse and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team. Broaden the range of programs and support services available to students.	\$90,000.00
To use the new Mental Health Fund to increase the range of short-term intervention programs for targeted students and to build staff capacity by offering a range of professional learning opportunities, including pupil-free days and attendance at both internal and external professional development activities.	\$78,058.15
Totals	\$441,058.15

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Maintain a high level of leadership in this area through supporting the Teaching & Learning Team, including Leading Teachers and Learning Specialists with responsibility for curriculum leadership, building teacher capacity and improving instructional practice.	from: Term 1 to: Term 4	\$130,000.00	<input checked="" type="checkbox"/> School-based staffing

To provide a high level of time release in the Curriculum and KLA budgets to support curriculum development and capacity building in the priority areas.	from: Term 1 to: Term 4	\$40,000.00	✔ CRT
Embed Maths Assistants in every Year 7 & 8 Maths class to better support differentiation and targeted teaching to individual students.	from: Term 1 to: Term 4	\$75,000.00	✔ School-based staffing
To implement a new position of responsibility to monitor and support the implementation of Year 11 Vocational Major. To establish a working party to review Year 10 elective offering to provide an more effective transition into VCE-VM.	from: Term 1 to: Term 4	\$22,000.00	✔ School-based staffing
Provide high levels of leadership support, resources and time to House Leaders to run House meetings as workshops, with improved use of individualized student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students.	from: Term 1 to: Term 4	\$6,000.00	✔ CRT
Maintain a strong Wellbeing Team, including two counsellors, a Mental Health Professional and a Health Promotion Nurse and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team. Broaden the range of programs and support services available to students.	from: Term 1 to: Term 4	\$40,000.00	✔ School-based staffing

Totals		\$313,000.00	
---------------	--	--------------	--

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Maintain a strong Wellbeing Team, including two counsellors, a Mental Health Professional and a Health Promotion Nurse and support with time, leadership support and resources to strengthen collaboration, communication and coordinated service delivery across the team. Broaden the range of programs and support services available to students.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
To use the new Mental Health Fund to increase the range of short-term intervention programs for targeted students and to build staff capacity by offering a range of professional learning opportunities, including pupil-free days and attendance at both internal and	from: Term 1 to: Term 4	\$78,058.15	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

external professional development activities.			
Totals		\$118,058.15	

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
The PLT structure and processes are fully implemented as a key component of teacher professional learning, including development of documentation, allocation of meeting time, budget for time release and support from Learning Specialists.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
To provide a high level of time release in the Curriculum and KLA budgets to support curriculum development and capacity building in the priority areas.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice 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"/> On-site
Provide high levels of leadership support, resources and time to House Leaders to run House meetings as workshops, with improved use of individualized student data, inquiry cycle processes and case management approaches to support high-needs and at-risk students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>To use the new Mental Health Fund to increase the range of short-term intervention programs for targeted students and to build staff capacity by offering a range of professional learning opportunities, including pupil-free days and attendance at both internal and external professional development activities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Berry St</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
--	--	--	--	--	--	---