

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 20 December, 2022 at 10:39 AM
Endorsed by Justin Esler (Senior Education Improvement Leader) on 23 March, 2023 at 12:15 PM
Endorsed by Robert Becker (School Council President) on 29 March, 2023 at 12:08 PM

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	Continue to support student wellbeing, connections and learning. The actual data of these initiatives are blended throughout this years plan
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	<ul style="list-style-type: none"> -Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support - Implementation and refinement of a literacy intervention program through curriculum planning and development of tutoring support -Embed and review PLC structures to support teacher collaboration and reflection of strengthening teaching practice -Professional development of curriculum leaders and teachers in curriculum documentation and planning - Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve curriculum pathways, engagement and choice in curriculum areas -Continued participation in the VHAP and VCES to support and extend high ability students. -Implement the targeted teaching of explicit skills in Numeracy using pre Assessment and reflective post assessments. Review both Literacy and Numeracy programs for explicit skill-building.
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> -Be able to recognize the strengths and deficiencies in Maths and English, their level and progression of skills. -Have a Numeracy learning plan based on pre assessment. Literacy to follow process for students at risk and 3+ years beyond expected level. -Participate in VCES activities <p>Teachers will:</p> <ul style="list-style-type: none"> -use evidence-based literacy and numeracy approaches aligned to the each respective strategy -Use collect, analyse and respond to formative assessment data - be able to identify skill deficiencies and targeted teaching can occur in the classroom and in tutoring/intervention sessions. -plan for and implemented differentiated learning in Maths and English with students following their individual learning plans.

Success Indicators	<ul style="list-style-type: none"> - Clearly documented unit plans demonstrating scope and sequence, lesson plans and differentiation using the new BSC instructional model. - Collaboration and communication i.e. co-constructed resources, common assessment tasks, meeting logs, community engagement notes - Student assessment and learning. Assessment plans and schedules, assessment tools, diagnostic instruments, data walls - Staff, student or parent surveys i.e. School Staff Survey, AtoSS - Student literacy and numeracy data as assessed in teacher judgements, On-demand testing, PAT testing, essential assessment - Classroom observations, i.e. lesson observation notes, video clips of practice, student survey data, peer observation notes - Reflection and feedback i.e. student perception surveys, student conference notes, teacher-student records, parent feedback -Notes from professional observations show staff using the data plans (from English and Maths) and students are following their learning plan. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Analysis of teacher judgement, PAT, OnDemand and NAPLAN data for skill deficiencies	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00 <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	Establish a multi-tiered response model to support students' mental health. Implement the positivity and wellbeing program through the PAL classes. Using the student's Snapshot to work alongside the PAL and Wellbeing teams to address student's needs.			

Outcomes	<p>Students will know their character strengths and have strategies to manage emotions and behaviors Students will be able to explain what positive mental health means and where they can seek support at school. Students will report improved mental health Teacher will identify and implement SEIL within their curriculum areas. Leaders from the HUB will support the continuous development and documentation of a multi tiered response model to mental health</p>			
Success Indicators	<p>Policies and programs will show documentation of multi tiered response model PAL curriculum documentation show plans for SEIL. Notes from professional observations show staff embedding SEIL</p> <p>Late indicators: Assessment of Personal and Social capability 5% Improvement in SSS factors: Collective efficacy 5% Improvement ATOSS factors: sense of connectedness, physiological distress, resilience. 5% Improvement in the Beyou survey data.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Review current practices and explore the mental health fund menu and planning tool. Review policies and processes for multi tiered response model. Weekly review of student wellbeing referrals, process and student monitoring and interventions. Prioritise ATTENDANCE</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <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
Goal 2	To enhance learning performance and growth for all students with focus on English and mathematics.			

12 Month Target 2.1	<p>By 2023 in VCE:</p> <p>improve Further Mathematics mean study scores from 25 (2021) to 26 Improve English mean study scores from 27 (2021) to 27.5. Improve the all study mean score from 28 (2021) to 28.5</p>
12 Month Target 2.2	<p>By 2023, improve:</p> <p>Year 9 NAPLAN High and Medium Relative Growth in Reading, Writing Domains from 68 per cent (2021) to 70 Year 9 NAPLAN High and Medium Relative Growth in Numeracy Domains from 60 per cent (2021) to 65 Teacher Judgement Growth over 2 years, from Semester 1 in Year 7 to Semester 1 in Year 9: above expected growth in English (Writing) from 21% (2019 to 2021) to 22.5%. above expected growth in Mathematics (Number and Algebra) from 25% (2019 to 2021) to 26%.</p>
12 Month Target 2.3	<p>By 2023, improve the percentage positive endorsement of AtoSS factors:</p> <p>Stimulated learning from 46% (2022) to 50% Effort from 59% (2022) to 65% Motivation and interest from 51% (2022) to 55%</p>
12 Month Target 2.4	<p>By 2023, improve the percentage positive endorsement of SSS factors:</p> <p>Collective efficacy from 41%(2021) to 45% Teacher collaboration from 17%(2021) to 25% Guaranteed and viable curriculum from 36%(2021) to 40%</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build stimulating and challenging learning environments.
Actions	Develop and deliver rigorous, sequential staff PD which: <ul style="list-style-type: none"> - Supports staff to adapt/adopt pedagogies and structures which support the introduction of the new BSC Instructional Model. - Supports staff to adapt/adopt pedagogies and structures which increase the proportion of class time where students are engaged in

	<p>'visibly active learning'.</p> <ul style="list-style-type: none"> - Supports staff to differentiation the learning in their classrooms to meet the specific literacy and numeracy needs of learners. - Support staff to ensure every subject has at least one 'Leaving to Learn' opportunity, aligned to the BSC CQEES credential, built into unit plan/s. - Specific focus on identifying our high ability students and supporting staff to provide challenging opportunities/experiences which allow for their extension/growth. 			
Outcomes	<p>Teaching staff are confident to design, deliver and evaluate highly differentiated teaching and learning programs that are consistent with the BSC IM and include active and collaborative opportunities for learning. Students include valuable and relevant 'leaving to learn' experiences in CQEES portfolios Students will be able to articulate the 'usual' structure of lessons</p>			
Success Indicators	<p>An increase in AToSS: - 5% increase in Stimulated learning - 5% increase Motivation and interest</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop and deliver staff PD which supports staff to adapt/adopt pedagogies and structures which support the introduction of the new BSC Instructional Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Develop and deliver staff PD which supports staff to adapt/adopt pedagogies and structures which increase the proportion of class time where students are engaged in 'visibly active learning'.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>• Develop and deliver staff PD supports staff to differentiation the learning in their classrooms to meet the specific literacy and numeracy needs of learners.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Focus on identifying our high ability students and supporting staff to provide challenging opportunities/experiences which allow for their extension/growth.</p>	<p><input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the work in PLC implementation across the school through: <ul style="list-style-type: none"> • Appointment of learning specialists with clearly defined roles and goals. • Building teacher capacity to differentiate teaching to ensure challenge and progress for every student. 			
Actions	Clearly define the roles and success indicators for all college Learning Specialists & Instructional Leader/s. Model and foster effective and efficient teacher collaboration, reflection, and improvement of units of work and pedagogical approaches through PLC cycles. Within PLCs, support all teaching staff to undertake peer observations, team teaching opportunities, and modelled lessons to build capacity for consistent implementation of the BSC Instructional Model and effective differentiation.			
Outcomes	Learning specialists and instructional leaders will be able to prioritise work to meet their defined goals. Teaching staff are using BSC PLC structures to reflect on and improve their teaching practice. Teaching staff are regularly participating in undertake peer observations and team teaching opportunities. Teachers will visibly document differentiation and modification.			
Success Indicators	An improvement in SSS: <ul style="list-style-type: none"> - 5% increase in Teacher collaboration - 5% increase in Collective efficacy - 5% increase in Instructional Leadership 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>All learning leaders to co-create the role descriptions and use the 50 day plan model to plan for the successful delivery of priorities/goals.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>All teaching staff and BSC tutors are collaborating and working to improve units of work and classroom pedagogies through active participation in PLCs.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Teaching staff are regularly engaged in peer observations and team teaching opportunities (with a focus on the consistent implementation of the BSC Instructional Model).</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively review and enhance engaging/relevant/rigorous middle years program. (pathways/careers/ preparation for VCE)			
Actions	Review and refinement of whole school/learning area scope and sequences to ensure students enter their senior years with the skills required to experience success in their selected pathways/s. Develop a curriculum auditing tool (which includes opportunities for student consultation) and support staff to review the quality of units of work being developed across the school. Investigate and introduce opportunities for students to gain micro credentials (building their CQEES credential) whilst studying PACE21 electives.			
Outcomes	Teachers are able to objectively review units of work for relevance/engagements and rigour. Students understand how the skills and knowledge developed in the middle years program connects to potential VCE subjects. Students are aware of the micro credential opportunities and processes.			
Success Indicators	AToSS improvement in: - 5% increase in Motivation and interest SSS improvement in: Guaranteed and viable curriculum			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue the development of Master Notebooks and use 2023 to review and refine whole school and learning area scope and sequences.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a curriculum auditing tool and train and monitor staff in its use.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continue to increase rigour and student preparation for VCE through conducting end of semester exams for PACE21 Maths & English classes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Conduct observations at other schools or centres of excellence to make improvements to the middle years program.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Use the Professional Learning Community inquiry cycle to build staff capacity to analyse and use student achievement data sets.			

Actions	<p>Continue to develop data literacy of teachers and education support staff to inform their understanding of individual student's needs and progress, with a focus on the building of explicit skills. Triangulation of all data sets by school leaders and staff to identify students requiring both additional support and extension/challenge opportunities. Review and refine goal setting for all students. All students to co-create a specific literacy and numeracy goal with their English/Maths teachers that is informed by achievement, progress, and any skill deficits identified through standardised and diagnostic testing (e.g. NAPLAN, PAT, Essential Assessment).</p>			
Outcomes	<p>Leaders are using multiple sources of data when identifying student needs. Teachers are confidently using data to plan, differentiate, give feedback to students and refine their programs. Students are able to set and track progress on personal literacy and numeracy goals .</p>			
Success Indicators	<p>SSS improvement in: - Collective focus on student learning</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Upload all relevant student learning data and train staff in the use of the Edapt data platform.</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>All English and Maths teachers to co-create learning goals with each of their students using all available data and feedback.</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an agreed instructional model			
Actions	Develop the BSC Instruction Model following staff and student consultation that will be introduced in 2023. Design and deliver a sequence of PD sessions to support staff to implement the model, and to adapt to the specific requirements of learning areas, including the integrated Deep Learning Electives in PACE21.			
Outcomes	Teachers use BSC IM model to plan, and students are aware of the expected components or structures of a BSC lesson. Staff and students are routinely reflecting on what works and doesn't and using a feedback to improve and refine the IM.			
Success Indicators	Improved SSS in: - Instructional leadership - Teacher collaboration			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop the BSC Instruction Model.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 1	<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
Design and deliver a sequence of PD sessions to support staff to implement the instructional model		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To improve student engagement in learning				
12 Month Target 3.1	Reduce absence rate of 20+ days from 55% in 2022 to 30% in 2023.				
12 Month Target 3.2	Raise participation in NAPLAN from 65% to 70%				
12 Month Target 3.3	Improve response to exit destination survey from 65% (2021) to 90% in 2023.				

12 Month Target 3.4	<p>By 2023 increase the AtoSS factors of:</p> <p>Sense of connectedness from 45 per cent (2021) to 50 per cent Motivation and interest from 45 per cent (2021) to 50 per cent Student voice and agency from 47 per cent (2021) to 52 per cent.</p>			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement targeted student and family support to increase attendance			
Actions	<p>Series of parent workshops to enable parents to support their young person attending school (Resilience through transition, Tuning into Teens, Headspace mental health education program, growing up online, Be Ahead of the game)</p> <p>Termly group consultation teams with external key stakeholders (Wellbeing and Engagement officer DET, Attendance officer DET, Allocated SSS Psychologist, Navigator co-ordinator)</p> <p>Review transition process</p> <p>Regular student-led assemblies</p>			
Outcomes	<p>Parents will be more knowledgeable in emotional literacy, parenting skills, and the avoidance cycle.</p> <p>Regular consultation with key external stakeholders will ensure best practices.</p> <p>The improved transition process will result in better-quality transition plans (Snapshots, Behaviour Support Plans etc.)</p> <p>Student-led assemblies will give additional visibility to student voice and agency at the college.</p>			
Success Indicators	<p>Improved attendance data</p> <p>Improved ATOSS student voice and agency</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Series of parent workshops to enable parents to support their young person attending school (Resilience through transition,	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>Tuning into Teens, Headspace mental health education program, growing up online, Be Ahead of the game)</p>	<p><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Termly bulk (group) consultation teams with external key stakeholders (Wellbeing and Engagement officer DET, Attendance officer DET, Allocated SSS Psychologist, Navigator co-ordinator)</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>The improved transition process will result in better-quality transition plans (Snapshots, Behaviour Support Plans etc.)</p>	<p><input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop processes to encourage and acknowledge value of participation, achievement and measurement of learning growth in NAPLAN for students			
Actions	Explicit preparation and practice for NAPLAN in English and Maths More recognition of 'High Growth' in NAPLAN for students.			
Outcomes	Teachers encourage and recognise growth in NAPLAN. Students are confident approaching NAPLAN and understand what will be required.			
Success Indicators	NAPLAN participation data improves.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
NAPLAN preparation to familiarise students with the online testing platform to be scheduled.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
NAPLAN achievement and growth celebrated through the CQEES portfolio conferences and celebration assemblies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement responses to intervention in attendance with focus on PAL.			
Actions	Improve PAL role clarity around attendance Professional development for PALs focusing on utilising compass data and personal organisation/prioritisation PAL PD/Collaboration restructure to allow for data-driven action			
Outcomes	PAL teachers will be more knowledgeable about their role in regards to attendance A systematic data-driven approach to attendance following up attendance			

Success Indicators	Improved attendance Increase in chronicle posts documenting parent/student contact			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional development regarding PAL role	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <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
Professional development for PALs focusing on utilising compass data and personal organisation/prioritisation	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

PAL PD/Collaboration meetings to allow for data-driven action	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.d 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	Enhance the whole-college approach to student health, engagement and inclusion.			
Actions	Embed trauma-informed strength-based approach (Berry St Model) Further develop our case management by utilising a consistent approach across practitioners			
Outcomes	Understanding the impacts of trauma on child development and the ability to learn Creating a supportive and trauma-informed positive education classroom Bolstering student-teacher relationships Instilling strengths-based practices across the school.			
Success Indicators	All students have individual ready to learn plan Increase the AtoSS factors of 'Sense of connectedness' Increase in the 'Responsibility' scores in the school values index Reduction in students exiting classes			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry St training: Trauma-informed strength-based approach (Berry St Model).	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <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
Launch of IEP and CQEES portfolio	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <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
Design and deliver a sequence of PD sessions to support staff in implementing the PAL curriculum.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Enhance student wellbeing			
12 Month Target 4.1	By 2023 improve AToSS measures: Sense of confidence from 47 per cent (2021) to 50 per cent Self-regulation and goal setting 49 per cent (2021) to 52 per cent Perseverance from 49 per cent (2021) to 55 per cent Motivation and interest from 51(2021) per cent to 55 per cent			
12 Month Target 4.2	By 2023 improve POS measure: Student motivation and support from 60 per cent (2021) to 65 per cent			
12 Month Target 4.3	Academic emphasis from 25% (2021) to 35%			
12 Month Target 4.4	By 2023 reduce the gap between male and female student's positive responses in the following AToSS measures to 10 per cent or less : Emotional awareness – from 62 per cent (2021) Resilience – female students 44per cent/male 71 per cent (2021)			
KIS 4.a	Develop and implement student 'ready to learn' plan			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	Use 'Responsibility' value to reinforce importance of being ready to learn. Embed trauma-informed strength-based approach (Berry St Model). Ready to learn plan to be included in all students' IEP. Staff are encouraged to explicitly evaluate readiness to learn when reporting on the student values index.			
Outcomes	Teachers actively reinforce and foster routines for calmer classrooms. Teacher consistently support students' 'ready to learn' IEPs. Students arrive to class calm, with required materials, aware of familiar entry routines.			
Success Indicators	Increase in the 'Responsibility' scores in the school values index			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry St training: Trauma-informed strength-based approach (Berry St Model).	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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

Design and deliver a sequence of PD sessions to support staff in implementing the PAL program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Extend existing snapshot process to all students by 2025			
Actions	Develop IEP for all students including essential elements of Snapshots			
Outcomes	All students will have clear, achievable goals. All students will have identified barriers to learning and created a strengths-based plan to achieve their goals.			
Success Indicators	Increase the AtoSS factor 'self-regulation and goal setting' and 'perseverance', 'motivation and interest' and 'sense of confidence'			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Launch of IEP and CQEES portfolio	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAL PD/Collaboration meetings to allow for data-driven action and ongoing coaching from the leadership team.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design and deliver a sequence of PD sessions to support staff to implement the PAL program	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enrich pedagogical practice to develop student capacity as independent and self-regulating learners.			
Actions	Embed trauma-informed strength-based approach (Berry St Model). Ready to learn plan to be included in all students' IEP Refine the BSC Progress Reports and Values Index to support PD staff to accurately provide students with feedback on RIGOUR, RESILIENCE and RESPONSIBILITY.			
Outcomes	<p>Students</p> <p>All students will have clear, achievable goals. All students will have identified barriers to learning and created a strengths-based plan to achieve their goals.</p> <p>Teachers</p> <p>Understanding the impacts of trauma on child development and the ability to learn Creating a supportive and trauma-informed positive education classroom Bolstering student-teacher relationships Instilling strengths-based practices across the school.</p>			
Success Indicators	<p>Improve AToSS measures:</p> <p>Sense of confidence Self-regulation and goal setting Perseverance Motivation and interest</p>			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry St training: Trauma-informed strength-based approach (Berry St Model).	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <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
PAL PD/Collaboration meetings to allow for data-driven action and ongoing coaching from the leadership team.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Design and deliver a sequence of PD sessions to support staff to implement the PAL program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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