

# 2022 Annual Implementation Plan

## for improving student outcomes

Werribee Secondary College (8465)



Submitted for review by Amanda Mullins (School Principal) on 10 May, 2022 at 11:42 AM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 30 May, 2022 at 04:33 AM  
Endorsed by Damian Marinaro (School Council President) on 10 June, 2022 at 09:40 AM

## Self-evaluation Summary - 2022

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

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

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	With such disruption we still managed to make inroads into the GVC and a more consistent approach to learning. PLC was disrupted in its infancy but gained some traction. We are in a place to move forward confidently.
<b>Considerations for 2022</b>	GVC, PLC, SWPBS

<b>Documents that support this plan</b>	
---	--

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve the individual learning growth of all students.
<b>Target 2.1</b>	<p>NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth:</p> <ul style="list-style-type: none"> <li>• Reading 27% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Writing 32% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Numeracy 25% (benchmark growth 2019) to 35% (target 2024).</li> </ul>
<b>Target 2.2</b>	<p>VCE</p> <ul style="list-style-type: none"> <li>• By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%.</li> </ul>

	<ul style="list-style-type: none"> <li>All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes.</li> </ul>
<b>Target 2.3</b>	<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>Differentiated learning challenge to be at or above 70% (2019 54%)</li> <li>High expectations for success to be at or above 80% (2019 66%)</li> </ul>
<b>Target 2.4</b>	<p>SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%).</p>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Implement a whole school guaranteed and viable curriculum</p>
<b>Key Improvement Strategy 2.b</b> Building practice excellence	<p>Improve consistent school wide effective teaching practice</p>
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	<p>Implement a whole school approach to developmental assessment</p>
<b>Goal 3</b>	<p>Students are engaged as learners and empowered global citizens.</p>
<b>Target 3.1</b>	<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>Teacher concern to be at or above 60% (2019 34%)</li> <li>Student voice and agency to be at or above 70% (2019 43%)</li> <li>School stage transitions to be at or above 75% (2019 61%)</li> </ul>

	<ul style="list-style-type: none"> <li>• Advocate at school to be at or above 75% (2019 59%)</li> </ul>
<b>Target 3.2</b>	<p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Trust in colleagues to be at or above 75% (2020 60%)</li> <li>• Believe student engagement is the key to student learning to be at or above 80% (2020 73%)</li> <li>• Use of student feedback to improve practice to be at or above 80% (2020 62%)</li> <li>• Promote student ownership of learning goals to be at or above 70% (2020 49%)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop learner agency in students
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Empower students to determine their pathways
<b>Key Improvement Strategy 3.c</b> Vision, values and culture	Build positive relationships throughout the school
<b>Goal 4</b>	To improve student wellbeing and connectedness to the school.
<b>Target 4.1</b>	<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness to be at or above 70% (2019 56%)</li> <li>• Sense of confidence to be at or above 75% (2019 63%)</li> </ul>

	<ul style="list-style-type: none"> <li>• Respect for diversity to be at or above 70% (2019 48%)</li> </ul>
<b>Target 4.2</b>	<p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement to be at or above 60% (2020 47%)</li> <li>• Trust in student and parents to be at or above 75% (2020 62%)</li> </ul>
<b>Target 4.3</b>	<p>POS:</p> <ul style="list-style-type: none"> <li>• School Connectedness 2024 target at or above 90%, 2019 benchmark 88%</li> <li>• Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82%</li> <li>• Teacher communication 2024 target at or above 75%, 2019 benchmark 52%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Improve the home school partnership



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	x
To improve the individual learning growth of all students.	Yes	<p>NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth:</p> <ul style="list-style-type: none"> <li>• Reading 27% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Writing 32% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Numeracy 25% (benchmark growth 2019) to 35% (target 2024).</li> </ul>	Reading 27% (benchmark growth 2019) to 28% Writing 32% (benchmark growth 2019) to 33% Numeracy 25% (benchmark growth 2019) to 28%

		<p>VCE</p> <ul style="list-style-type: none"> <li>• By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%.</li> <li>• All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes.</li> </ul>	All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes
		<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge to be at or above 70% (2019 54%)</li> <li>• High expectations for success to be at or above 80% (2019 66%)</li> </ul>	High expectations for success to be at or above 70%
		<p>SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%).</p>	The teaching and learning practice improvement variables will be at or above 60% (2020 55%).
Students are engaged as learners and empowered global citizens.	Yes	<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Teacher concern to be at or above 60% (2019 34%)</li> <li>• Student voice and agency to be at or above 70% (2019 43%)</li> <li>• School stage transitions to be at or above 75% (2019 61%)</li> <li>• Advocate at school to be at or above 75% (2019 59%)</li> </ul>	Student voice and agency to be at or above 50% (2019 43%)
		<p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Trust in colleagues to be at or above 75% (2020 60%)</li> <li>• Believe student engagement is the key to student learning to be at or above 80% (2020 73%)</li> <li>• Use of student feedback to improve practice to be at or above 80% (2020 62%)</li> <li>• Promote student ownership of learning goals to be at or above 70% (2020 49%)</li> </ul>	Believe student engagement is the key to student learning to be at or above 80% (2020 73%)

To improve student wellbeing and connectedness to the school.	Yes	<p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness to be at or above 70% (2019 56%)</li> <li>• Sense of confidence to be at or above 75% (2019 63%)</li> <li>• Respect for diversity to be at or above 70% (2019 48%)</li> </ul>	Sense of connectedness to be at or above 60% (2019 56%)
		<p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement to be at or above 60% (2020 47%)</li> <li>• Trust in student and parents to be at or above 75% (2020 62%)</li> </ul>	Parent and community involvement to be at or above 55% (2020 47%)
		<p>POS:</p> <ul style="list-style-type: none"> <li>• School Connectedness 2024 target at or above 90%, 2019 benchmark 88%</li> <li>• Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82%</li> <li>• Teacher communication 2024 target at or above 75%, 2019 benchmark 52%</li> </ul>	School Connectedness 2024 target at or above 90%, 2019 benchmark 88%

<b>Goal 1</b>	<p><b>2022 Priorities Goal</b>  <b>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</b></p>
<b>12 Month Target 1.1</b>	x

<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
<b>Goal 2</b>	<b>To improve the individual learning growth of all students.</b>	
<b>12 Month Target 2.1</b>	Reading 27% (benchmark growth 2019) to 28% Writing 32% (benchmark growth 2019) to 33% Numeracy 25% (benchmark growth 2019) to 28%	
<b>12 Month Target 2.2</b>	All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes	
<b>12 Month Target 2.3</b>	High expectations for success to be at or above 70%	
<b>12 Month Target 2.4</b>	The teaching and learning practice improvement variables will be at or above 60% (2020 55%).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Curriculum planning and assessment	Implement a whole school guaranteed and viable curriculum	Yes

<b>KIS 2.b</b> Building practice excellence	Improve consistent school wide effective teaching practice	Yes
<b>KIS 2.c</b> Evaluating impact on learning	Implement a whole school approach to developmental assessment	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Agreed Unit planner through consultation with all staff - unpacking the planner with leaders to ensure consistency of understanding and use. This now needs to be implemented across all faculties in a systematic manner.            One exemplar unit plan per subject/year level per semester (that meets all requirements).            Improved digital storage protocols - continue to provide professional learning on Learning Intention and Success Criteria PL - ongoing            IB Consultant working with IB Link and IB GEMS regarding ATLS skills and Inquiry Teaching - ongoing</p>	
<b>Goal 3</b>	<b>Students are engaged as learners and empowered global citizens.</b>	
<b>12 Month Target 3.1</b>	Student voice and agency to be at or above 50% (2019 43%)	
<b>12 Month Target 3.2</b>	Believe student engagement is the key to student learning to be at or above 80% (2020 73%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Empowering students and building school pride	Develop learner agency in students	Yes
<b>KIS 3.b</b> Intellectual engagement and self-awareness	Empower students to determine their pathways	No
<b>KIS 3.c</b> Vision, values and culture	Build positive relationships throughout the school	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.	Continue Student leadership and the use of Amplify Documents Engaging all students across year levels (eg at assemblies) with understanding of concepts and actions that exemplify connectedness, student agency etc to develop a common understanding and transform culture. Continue to have students present to staff on data collected for whole school collaboration. Scheduling of Student-led PL on Global Citizenship Community Engagement - Environment Champions Committee (staff & students) Global Citizenship Committee (staff & students)	
<b>Goal 4</b>	<b>To improve student wellbeing and connectedness to the school.</b>	
<b>12 Month Target 4.1</b>	Sense of connectedness to be at or above 60% (2019 56%)	
<b>12 Month Target 4.2</b>	Parent and community involvement to be at or above 55% (2020 47%)	
<b>12 Month Target 4.3</b>	School Connectedness 2024 target at or above 90%, 2019 benchmark 88%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours	Yes
<b>KIS 4.b</b> Parents and carers as partners	Improve the home school partnership	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.	To improve the response of students using positive behaviour models Students being involved in the implementation of a positive rewards system they value involving the student body in keeping expectations high	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
<b>12 Month Target 1.1</b>	x
<b>KIS 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Implement TLI and MYLYNS programs
<b>Outcomes</b>	<p>Students will:          have had their skills and knowledge gaps identified and then participate in the TLI and MYLYNS programs to demonstrate growth in their learning</p> <p>Teachers (and tutors) will:          have identified student learning gaps using NAPLAN, PAT and teacher judgement data in a systematic manner          Implement strategies to address student learning gaps and improve</p> <p>Leaders will:          learn how to analyse the NAPLAN, PAT and teacher judgement data with support from region specialists          provide teachers time to identify, collaborate and tutor students needing support          develop data walls for at risk students</p> <p>Community will:          Understand the reasons the support required for theirSupport students and staff to attend their TLI and MYLNS sessions</p>
<b>Success Indicators</b>	Triangulated Benchmark growth, NAPLAN, PAT and Teacher judgement data analysis and improvement Developed resources and strategies to support student learning Reports to parents and students about student progress Complete Data Walls to track improvement



	Evidence of collaborative work in the PLC model to monitor and evaluate the process and progress of students Senior completion rate GAT completion. Senior Secondary Destination Data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Meeting with Kelly Juriansz and Juliet Taylor to support the analysis of WSC data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" 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
Develop data wall	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<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
Learning Specialist to oversee the MYLYNS and TLI	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$650,000.00  <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
<b>KIS 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Actions - To ensure student engagement by supporting students' wellbeing and mental health			
<b>Outcomes</b>	<p>Students will:</p> <p>Engage with the activities on offer during lunchtime and after school Engage with members of the SMT and Wellbeing Team when required Respond to surveys providing feedback regarding current student management processes and procedures.</p> <p>Teachers will:</p> <p>Promote positive culture within the school. Use the positive rewards system. Ensure a safe and inclusive learning environment, building student teacher relationships</p>			

	<p>Leaders will:          Provide the resources to support an effective wellbeing team          Monitor and support staff in using the positive rewards system.          Provide opportunities for parents to engage with the college</p> <p>Community will:          Engage in parent information sessions          Link in with Community Organisations to offer support programs</p>			
<b>Success Indicators</b>	Improved connectedness to school			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Lunchtime and after school activities to support student engagement	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <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

Hybrid parent information nights, both online and face to face	<input checked="" type="checkbox"/> School Leadership Team	<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
<b>Goal 2</b>	To improve the individual learning growth of all students.			
<b>12 Month Target 2.1</b>	Reading 27% (benchmark growth 2019) to 28% Writing 32% (benchmark growth 2019) to 33% Numeracy 25% (benchmark growth 2019) to 28%			
<b>12 Month Target 2.2</b>	All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes			
<b>12 Month Target 2.3</b>	High expectations for success to be at or above 70%			
<b>12 Month Target 2.4</b>	The teaching and learning practice improvement variables will be at or above 60% (2020 55%).			
<b>KIS 2.a</b> Curriculum planning and assessment	Implement a whole school guaranteed and viable curriculum			
<b>Actions</b>	To implement and embed a guaranteed and viable curriculum.			

<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be engaged in learning by:</li> <li>Having an understanding of the unit's direction and purpose</li> <li>Understanding the LI and SC for each lesson</li> <li>Students can independently identify and understand the content and skills that make up their learning</li> <li>Be able to access lesson plans from the overview provided on Compass Lesson Plan</li> <li>Applying learned strategies within their work.</li> <li>Understand the assessment, how and what is being measured.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Engage students by:</li> <li>Collaborate to implement the GVC.</li> <li>Use a centralised digital location for documentation storage</li> <li>Understand what to teach and assess by using the Victorian Curriculum/ VCAA guidelines</li> <li>Teachers have a common understanding of LI and SC, and will publish them on Compass for each lesson</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Differentiate professional learning according to faculty progress.</li> <li>Continue to clearly articulate what the GVC is and its purpose in reaching school goals.</li> <li>Provide leadership structure that supports a consistent and focused whole school approach through ILT, CAR, SMT and LS meetings</li> </ul> <p>Community will: (Parents / Guardians /Community connections)</p> <ul style="list-style-type: none"> <li>Have access to learning intentions, success criteria and course outline to monitor student learning.</li> <li>Understand the assessment, how and what is being measured, and have access to it via Compass.</li> <li>Access partnerships and training opportunities with the school community</li> <li>Community partnerships are in place</li> </ul>
<p><b>Success Indicators</b></p>	<p>Data NAPLAN Results</p>

	<p>Progress Reports  ATOSS  Centralised digital documentation  Parents School Survey  SATSS</p> <p>Faculties have one unit of work per year level, per semester, per subject documented by the end of 2022</p> <p>Resources  Time for unit planner work  Access and permission to Compass required data services  filtering strategies for Compass  The inclusion of all Victorian Curriculum Strands for Core/all subjects on reports  Imported analytics from reports</p> <p>Professional Learning  Compass PL and Support using administration features  Analysing data from reports</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Time for unit planner work - Curriculum Days and Faculty planning	<input checked="" type="checkbox"/> All Staff	<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

<p>PL on Victorian Curriculum Standards and IB framework - Curriculum Days and online PL run by VCAA and IB</p>	<p><input checked="" type="checkbox"/> All Staff</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>Compass Data and Reports PL</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</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>Participate in PL to support the continual understanding of how to utilise VCAA guidelines to develop WSC Unit planner</p>	<p><input checked="" type="checkbox"/> All Staff</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>

				<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
<b>KIS 2.b</b> Building practice excellence	Improve consistent school wide effective teaching practice			
<b>Actions</b>	To improve and embed consistent effective teaching practice.			
<b>Outcomes</b>	<p>Students will:</p> <p>Know how to access support within classroom and do so readily.  Monitor their own learning.  Apply identified strategies within their work.  Be engaged in learning.</p> <p>Teachers will:</p> <p>Use HITS (structuring lessons) and ENGAGE model in order to provide explicit opportunities for differentiation, stimulated learning, student voice and learner agency.  Embed the PLC framework in Teaching and Learning and refine their understanding and confidence in the implementation of HITs.  Teachers will use explicit (visible) strategies to increase opportunities for student agency  Define "high quality teaching and learning and global citizenship" through collaboration</p> <p>Leaders will:</p> <p>Build teachers capacity of the HITs structured lessons through PL, Coaching, Professional Reading and overseeing the PLCs.  Continue to provide opportunities for teachers to improve their teaching practice.  Consolidate an understanding of the PLC inquiry cycle.</p>			



	<p>Introduce the use of the Pivot Software to provide opportunities to capture student voice and empower teachers to better address the needs of students</p> <p>Provide PL opportunities to build staff capabilities and consistency through use of targeted professional learning provided by learning specialists and faculty leaders.</p> <p>Provide external facilitators for professional learning.</p> <p>Provide opportunities to define high quality teaching and learning and global citizenship" though collaboration</p> <p>Community will:</p>			
<b>Success Indicators</b>	<p>PIVOT feedback</p> <p>Stimulated Learning data improvement</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PL for PIVOT	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</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>
Whole staff meetings for Student Voice and Learner Agency	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	<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
<b>Goal 3</b>	Students are engaged as learners and empowered global citizens.			
<b>12 Month Target 3.1</b>	Student voice and agency to be at or above 50% (2019 43%)			
<b>12 Month Target 3.2</b>	Believe student engagement is the key to student learning to be at or above 80% (2020 73%)			
<b>KIS 3.a</b> Empowering students and building school pride	Develop learner agency in students			
<b>Actions</b>	Develop and support opportunities for student voice and learner agency			
<b>Outcomes</b>	<p>Student will  Participate in opportunities provided through the implementation of the AMPLIFY framework.  Be consulted as key stakeholders in school committees to improve student learning and wellbeing outcomes.  Engage with local and global connections</p> <p>Teachers will  Understand the AMPLIFY framework  Participate in the implementation of the AMPLIFY framework  Will collaborate with students to engage with local and global connections</p> <p>Leaders will  Provide time and opportunity for all staff to gain an understanding of and implement the AMPLIFY framework  Ensure that vision and values are embedded in school culture and teaching and learning practices</p>			

	Community will Support the implementation of the AMPLIFY framework			
<b>Success Indicators</b>	ATOSS Student engagement and connectedness data improvement Increased participation of students in student leadership increased visibility of student leaders as stakeholder in the school decision making			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
PL on AMPLIFY framework for staff	<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
PL and Activity based learning on AMPLIFY framework for student leaders	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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
Provision of time for meetings with Student leaders	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(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
<b>Goal 4</b>	To improve student wellbeing and connectedness to the school.			
<b>12 Month Target 4.1</b>	Sense of connectedness to be at or above 60% (2019 56%)			
<b>12 Month Target 4.2</b>	Parent and community involvement to be at or above 55% (2020 47%)			
<b>12 Month Target 4.3</b>	School Connectedness 2024 target at or above 90%, 2019 benchmark 88%			
<b>KIS 4.a</b> Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours			
<b>Actions</b>	Implement a whole school approach to positive behaviours			
<b>Outcomes</b>	Students will:  Engage with the positive rewards system			

	<p>Participate in community engagement programs Actively respond to surveys providing feedback regarding current student management processes and procedures.</p> <p>Teachers will:</p> <p>Develop an understanding of the SWPBS Framework to build a more positive culture within the school. Engage in developing a positive rewards system. Be aware and promote community engagement programs Ensure a safe and inclusive learning environment by building student teacher relationships</p> <p>Leaders will:</p> <p>Provide opportunities to develop an understanding of the SWPBS Framework to build a more positive culture within the school. Work with staff to develop, monitor and support staff in using the positive rewards system. Collaboratively evaluate, current student management processes and procedures that underpin the future implementation of SWPBS framework.</p> <p>Community will:</p> <p>Engage in parent information sessions Link in with Community organisations to offer support programs</p>			
<b>Success Indicators</b>	<p>Improved student behaviour and engagement in learning Compass Data - Lower Detentions and suspension ATOSS Wellbeing Surveys Improved Attendance data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Department PL for SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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
PL time for all staff - 1 per Term	<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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$407,648.00	\$85,000.00	\$322,648.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$407,648.00</b>	<b>\$85,000.00</b>	<b>\$322,648.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Lunchtime and after school activities to support student engagement	\$20,000.00
PL and Activity based learning on AMPLIFY framework for student leaders	\$5,000.00
<b>Totals</b>	<b>\$25,000.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Lunchtime and after school activities to support student	from: Term 1	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing

engagement	to: Term 2		
PL and Activity based learning on AMPLIFY framework for student leaders	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
<b>Totals</b>		\$75,000.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Innovating for Student Engagement	\$10,000.00



<b>Totals</b>	\$10,000.00
---------------	-------------

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Innovating for Student Engagement	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Network CoP led by AP from secondary schools.
<b>Totals</b>		\$10,000.00	

### Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Innovating for Student Engagement	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Innovating for Student Engagement	from: Term 1 to: Term 4	\$0.00	

<b>Totals</b>		\$0.00	
---------------	--	--------	--

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Meeting with Kelly Juriansz and Juliet Taylor to support the analysis of WSC data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
Time for unit planner work - Curriculum Days and Faculty planning	<input checked="" type="checkbox"/> All Staff	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PL on Victorian Curriculum Standards and IB framework - Curriculum Days and online PL run by VCAA and IB	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Patrick Ong <input checked="" type="checkbox"/> Departmental resources VCAA providers	<input checked="" type="checkbox"/> On-site
Compass Data and Reports PL	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Participate in PL to support the continual understanding of how to utilise VCAA guidelines to develop WSC Unit planner	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Department PL for SWPBS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources SWPBS consultant	<input checked="" type="checkbox"/> On-site