

2023 Annual Implementation Plan

for improving student outcomes

St Arnaud Secondary College (8335)



Submitted for review by Tony Hand (School Principal) on 22 December, 2022 at 01:34 PM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 13 March, 2023 at 12:54 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	Staff have spent considerable time with staff undergoing self-evaluation in terms 1 and the start of term 2. Staff are generally very conversant with FISO
Considerations for 2023	The school has been purposely 'over-staffed' in 2023. This has been done for a number of reasons, including helping to get the school back on track after a very challenging 2022. A couple of key staff have moved on which should decrease the

	burden on the remaining staff. We have also redesigned our staff leadership structure at the College, removing the AP position, but introducing 2 extra Leading Teacher positions.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To maximise student achievement across the college.
Target 2.1	<ul style="list-style-type: none"> • Increase the VCE all study score from 27 in 2021 to 30 in 2026 • Increase the VCE English study score from 28 in 2021 to 30 in 2026
Target 2.2	Increase the percentage of students in the top two NAPLAN bands in Year 9: <ul style="list-style-type: none"> • Reading: from 7% (2018–21) to 25% in 2026 • Writing: from 0% (2018–21) to 25% in 2026 • Numeracy: from 8% (2018–21) to 25% in 2026
Target 2.3	Increase the percentage of students making above NAPLAN benchmark growth at Year 9 in:

	<ul style="list-style-type: none"> • Reading: from 14% (2018–21) to 25% in 2026 • Writing: from 6% (2018–21) to 25% in 2026 • Numeracy: from 16% (2018–21) to 25% in 2026
Target 2.4	<p>Increase the percentage positive endorsement in the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Use data for curriculum planning: from 22% in 2021 to 60% in 2026 • Use pedagogical model: from 33% in 2021 to 60% in 2026 • Plan differentiated learning activities: from 56% in 2021 to 65% in 2026 • Professional learning through peer observation: from 11% in 2021 to 60% in 2026 • Monitor effectiveness using data: from 0% in 2021 to 60% in 2026
Target 2.5	<p>Increase the percent positive endorsement in the AToSS in the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge: from 58% in 2021 to 65% in 2026 • Stimulated learning: from 51% in 2021 to 65% in 2026 • Motivation and interest: from 56% in 2021 to 65% in 2026
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build teacher capacity to collaboratively use formative assessment data to plan a differentiated curriculum that targets each student’s point of learning and provides an appropriate level of challenge.

growth, attainment and wellbeing capabilities	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricular programs	Further strengthen the college's instructional guidelines to include more explicit guidance with respect to differentiation and feedback.
Key Improvement Strategy 2.c 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	Further strengthen the school's instructional leadership approach to building teacher capacity through modelling, observation and feedback.
Goal 3	To further improve active engagement of students in their learning.
Target 3.1	<p>Increase the percentage positive endorsement in the AToSS in the following factors:</p> <ul style="list-style-type: none"> ● Resilience: from 4% in 2021 to 50% in 2026 ● Self-regulation and goal setting: from 52% in 2021 to 60% in 2026 ● Student voice and agency: from 36% in 2021 to 60% in 2026 ● Teacher concern: from 37% in 2021 to 60% in 2026
Target 3.2	<p>Increase the percentage positive endorsement in the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> ● Use student feedback to improve practice: from 22% in 2021 to 60% in 2026 ● Seek feedback to improve practice: from 33% in 2021 to 60% in 2026

	<ul style="list-style-type: none"> Promote student ownership of learning goals: from 44% in 2021 to 60% in 2026
Target 3.3	<p>Increase the percentage positive endorsement in the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> High expectations for success: from 75% in 2021 to 80% in 2026 Student motivation and support: from 58% in 2021 to 80% in 2026 Stimulating learning environment: from 56% in 2021 to 80% in 2026 Student agency and voice: from 72% in 2021 to 80% in 2026 Confidence and resiliency skills: from 75% in 2021 to 80% in 2026
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review the college's vision and embed the college's values in everyday activities.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further enhance feedback to and from students and build student capacity to manage their own learning and wellbeing.
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Re-launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on building a growth mindset in staff and students, emotional awareness and self-regulation.

<p>Key Improvement Strategy 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Refine transitions, pathways and careers programs to enhance students' engagement and aspirations with respect to learning and future destinations</p>
<p>Key Improvement Strategy 3.e 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</p>	<p>Further build a culture of high expectations for staff and students.</p>

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 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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the VCE all study score from 27 in 2021 to 28 in 2023 Increase the VCE English study score from 28 in 2021 to 29 in 2023 Increase the percentage of students in the top two NAPLAN bands in Year 9: Reading: from 7% (2018–21) to 12% in 2023 Writing: from 0% (2018–21) to 5% in 2023 Numeracy: from 8% (2018–21) to 12% in 2023 Increase the percentage of students making above NAPLAN benchmark growth at Year 9 in: Reading: from 14% (2018–21) to 18% in 2023 Writing: from 6% (2018–21) to 12% in 2023 Numeracy: from 16% (2018–21) to 18% in 2023 Increase the percentage positive endorsement in the School Staff Survey in the following factors: Use data for curriculum planning: from 22% in 2021 to 30% in 2023 Use pedagogical model: from 33% in 2021 to 40% in 2023 Plan differentiated learning activities: from 56% in 2021 to 58% in 2023 Professional learning through peer observation: from 11% in 2021 to 20% in 2023 Monitor effectiveness using data: from 0% in 2021 to 20% in 2023 Increase the percent positive endorsement in the AToSS in the following factors: Differentiated learning challenge: from 58% in 2021 to 60% in</p>

			2023 Stimulated learning: from 51% in 2021 to 55% in 2023 Motivation and interest: from 56% in 2021 to 59% in 2023
To maximise student achievement across the college.	No	<ul style="list-style-type: none"> • Increase the VCE all study score from 27 in 2021 to 30 in 2026 • Increase the VCE English study score from 28 in 2021 to 30 in 2026 	
		<p>Increase the percentage of students in the top two NAPLAN bands in Year 9:</p> <ul style="list-style-type: none"> • Reading: from 7% (2018–21) to 25% in 2026 • Writing: from 0% (2018–21) to 25% in 2026 • Numeracy: from 8% (2018–21) to 25% in 2026 	
		<p>Increase the percentage of students making above NAPLAN benchmark growth at Year 9 in:</p> <ul style="list-style-type: none"> • Reading: from 14% (2018–21) to 25% in 2026 • Writing: from 6% (2018–21) to 25% in 2026 • Numeracy: from 16% (2018–21) to 25% in 2026 	
		<p>Increase the percentage positive endorsement in the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Use data for curriculum planning: from 22% in 2021 to 60% in 2026 • Use pedagogical model: from 33% in 2021 to 60% in 2026 • Plan differentiated learning activities: from 56% in 2021 to 65% in 2026 • Professional learning through peer observation: from 11% in 2021 to 60% in 2026 	

		<ul style="list-style-type: none"> • Monitor effectiveness using data: from 0% in 2021 to 60% in 2026 	
		<p>Increase the percent positive endorsement in the AToSS in the following factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge: from 58% in 2021 to 65% in 2026 • Stimulated learning: from 51% in 2021 to 65% in 2026 • Motivation and interest: from 56% in 2021 to 65% in 2026 	
To further improve active engagement of students in their learning.	Yes	<p>Increase the percentage positive endorsement in the AToSS in the following factors:</p> <ul style="list-style-type: none"> • Resilience: from 4% in 2021 to 50% in 2026 • Self-regulation and goal setting: from 52% in 2021 to 60% in 2026 • Student voice and agency: from 36% in 2021 to 60% in 2026 • Teacher concern: from 37% in 2021 to 60% in 2026 	Percentage positive endorsement in AToSS: Resilience: up to 20% Student voice and agency: up to 45%
		<p>Increase the percentage positive endorsement in the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice: from 22% in 2021 to 60% in 2026 • Seek feedback to improve practice: from 33% in 2021 to 60% in 2026 • Promote student ownership of learning goals: from 44% in 2021 to 60% in 2026 	School Staff Survey: Seek feedback to improve practice: up to 40% Promote student ownership of learning goals: up to 50%

	<p>Increase the percentage positive endorsement in the Parent Opinion Survey in the following factors:</p> <ul style="list-style-type: none"> • High expectations for success: from 75% in 2021 to 80% in 2026 • Student motivation and support: from 58% in 2021 to 80% in 2026 • Stimulating learning environment: from 56% in 2021 to 80% in 2026 • Student agency and voice: from 72% in 2021 to 80% in 2026 • Confidence and resiliency skills: from 75% in 2021 to 80% in 2026 	<p>High expectations for success: from 75% in 2021 to 76% Student motivation and support: from 58% in 2021 to 65% Stimulating learning environment: from 56% in 2021 to 65% Student agency and voice: from 72% in 2021 to 75% Confidence and resiliency skills: from 75% in 2021 to 76%</p>
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<p>Goal 1</p>	<p>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.</p>
<p>12 Month Target 1.1</p>	<p>Increase the VCE all study score from 27 in 2021 to 28 in 2023 Increase the VCE English study score from 28 in 2021 to 29 in 2023</p> <p>Increase the percentage of students in the top two NAPLAN bands in Year 9: Reading: from 7% (2018–21) to 12% in 2023 Writing: from 0% (2018–21) to 5% in 2023 Numeracy: from 8% (2018–21) to 12% in 2023</p> <p>Increase the percentage of students making above NAPLAN benchmark growth at Year 9 in: Reading: from 14% (2018–21) to 18% in 2023 Writing: from 6% (2018–21) to 12% in 2023 Numeracy: from 16% (2018–21) to 18% in 2023</p> <p>Increase the percentage positive endorsement in the School Staff Survey in the following factors: Use data for curriculum planning: from 22% in 2021 to 30% in 2023</p>

	<p>Use pedagogical model: from 33% in 2021 to 40% in 2023 Plan differentiated learning activities: from 56% in 2021 to 58% in 2023 Professional learning through peer observation: from 11% in 2021 to 20% in 2023 Monitor effectiveness using data: from 0% in 2021 to 20% in 2023</p> <p>Increase the percent positive endorsement in the AToSS in the following factors: Differentiated learning challenge: from 58% in 2021 to 60% in 2023 Stimulated learning: from 51% in 2021 to 55% in 2023 Motivation and interest: from 56% in 2021 to 59% in 2023</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 3	To further improve active engagement of students in their learning.	
12 Month Target 3.1	Percentage positive endorsement in AToSS: Resilience: up to 20% Student voice and agency: up to 45%	
12 Month Target 3.2	School Staff Survey: Seek feedback to improve practice: up to 40% Promote student ownership of learning goals: up to 50%	

12 Month Target 3.3	High expectations for success: from 75% in 2021 to 76% Student motivation and support: from 58% in 2021 to 65% Stimulating learning environment: from 56% in 2021 to 65% Student agency and voice: from 72% in 2021 to 75% Confidence and resiliency skills: from 75% in 2021 to 76%
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review the college's vision and embed the college's values in everyday activities. Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further enhance feedback to and from students and build student capacity to manage their own learning and wellbeing. No
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Re-launch a tiered and responsive approach to support wellbeing and positive behaviour, with a focus on building a growth mindset in staff and students, emotional awareness and self-regulation. No
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Refine transitions, pathways and careers programs to enhance students' engagement and aspirations with respect to learning and future destinations No
KIS 3.e	Further build a culture of high expectations for staff and students. No

<p>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</p>		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The College Vision and Values have been in place for some and it became clear through the review that some re-examination across the whole college Community was in order. This is important to do at the outset of this review as it may help mold some of our other work in the SSP.</p> <p>Along similar lines, we have been involved in the Resilience Project for some years and anecdotal evidence would suggest that this program is not having the impact we would have liked. that could be due to a number of factors - but these need to be examined, analysed and an appropriate plan put in place.</p> <p>Across all of what we do - we need to be creating high expectations - for our staff, our students and our parents - both inside and outside the classroom.</p>	

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	<p>Increase the VCE all study score from 27 in 2021 to 28 in 2023 Increase the VCE English study score from 28 in 2021 to 29 in 2023</p> <p>Increase the percentage of students in the top two NAPLAN bands in Year 9: Reading: from 7% (2018–21) to 12% in 2023 Writing: from 0% (2018–21) to 5% in 2023 Numeracy: from 8% (2018–21) to 12% in 2023</p> <p>Increase the percentage of students making above NAPLAN benchmark growth at Year 9 in: Reading: from 14% (2018–21) to 18% in 2023 Writing: from 6% (2018–21) to 12% in 2023 Numeracy: from 16% (2018–21) to 18% in 2023</p> <p>Increase the percentage positive endorsement in the School Staff Survey in the following factors: Use data for curriculum planning: from 22% in 2021 to 30% in 2023 Use pedagogical model: from 33% in 2021 to 40% in 2023 Plan differentiated learning activities: from 56% in 2021 to 58% in 2023 Professional learning through peer observation: from 11% in 2021 to 20% in 2023 Monitor effectiveness using data: from 0% in 2021 to 20% in 2023</p> <p>Increase the percent positive endorsement in the AToSS in the following factors: Differentiated learning challenge: from 58% in 2021 to 60% in 2023 Stimulated learning: from 51% in 2021 to 55% in 2023 Motivation and interest: from 56% in 2021 to 59% in 2023</p>
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	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs			
Outcomes	<p>Students in need of targeted Numeracy academic support or intervention will be identified and supported</p> <p>Students will know what the next steps are to progress their learning in Numeracy</p> <p>Students will display an increased use of Numeracy and subject-specific vocabulary</p> <p>Teachers will identify student learning needs in Numeracy, Literacy and Science based on diagnostic assessment data</p> <p>Teachers will plan for differentiation based on student learning data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Leaders will support teaching staff to revise current Mathematics Scope and Sequence</p>			
Success Indicators	<p>Curriculum documentation will show plans for differentiation in Numeracy</p> <p>Formative and summative Numeracy assessment rubrics will show student learning growth</p> <p>Pre-unit and post unit assessment results will be documented and regularly analysed to inform future planning</p> <p>Staff will be familiar with the use of triangulated data</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create a Maths Improvement Team (MIT) who will lead the improvement process	<input checked="" type="checkbox"/> Principal	<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

MIT to participate in the Regional Maths Improvement Community of Practice - the first session already completed in December 2022.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<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
Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle in Term 1 with a focus on pre and post unit assessment tasks	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Leader	<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
Review of the components of the Instructional Model - to incorporate relevant literacy and numeracy strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<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
Development of protocols for the introduction of Peer Observations across the College and associated professional Development for all staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
Development of a schedule for Peer observations on a regular basis and implementation of Peer Observations in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 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
Purchase Elastik program for the triangulation of data and associated teacher resources and support	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			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
Staff provided with Professional Development in the use of Elastik in their classes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> 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
PLC time created each week to provide staff common planning time for implementation of learning cycles and the common use of data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> 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
Provision of study skills programs to students in Years 7-12	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,000.00 <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
Year 7 - 12 Parents seminar for assistance with study skills for students	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach towards social and emotional learning			
Outcomes	<p>Students will report improved emotional awareness and resilience</p> <p>Students will be able to explain what positive mental health means and where they can seek support at school</p> <p>Student leaders will be able to recognise, respond to and refer mental health emergencies</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas and Home Group</p> <p>Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p>			
Success Indicators	<p>Curriculum documentation will show plans for social and emotional learning?</p> <p>Staff observations of Home Group lessons will demonstrate how staff are embedding social and emotional learning?</p> <p>Student support resources displayed around the school will show how students can seek support</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
All staff involved in Berry Street Professional Development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<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 checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
New staff provided with Day 1, 2 and 3 of the Berry Street Training	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <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
Create time each week for staff to work on and plan to incorporate Berry Street philosophies in the classes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Review of the Instructional Model and Peer Observations to ensure that Berry Street Strategies are included in all classes	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<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
Effective use of both the Dr's in Schools program and the school appointed Psychologist and any other allied Health Professionals	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
As part of our work in the WSWS Berry Street CoP we will organise additional training for our Middle Leaders to provide extra support for our staff and to create new connections across BSEM schools. The timing of this will be dependent on availability.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To further improve active engagement of students in their learning.			
12 Month Target 3.1	Percentage positive endorsement in AToSS: Resilience: up to 20% Student voice and agency: up to 45%			
12 Month Target 3.2	School Staff Survey: Seek feedback to improve practice: up to 40% Promote student ownership of learning goals: up to 50%			
12 Month Target 3.3	High expectations for success: from 75% in 2021 to 76% Student motivation and support: from 58% in 2021 to 65% Stimulating learning environment: from 56% in 2021 to 65% Student agency and voice: from 72% in 2021 to 75% Confidence and resiliency skills: from 75% in 2021 to 76%			
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review the college's vision and embed the college's values in everyday activities.			
Actions	To review and strengthen student, parent and staff college pride and understanding through a focus on our purpose and values			
Outcomes	Students can articulate and clearly understand the College values Students can identify behaviours that correspond to each of the identified values Parents can articulate the College Values and understand why they are a focus for our College All College staff will share a common understanding of the College values All College staff will be role models and provide examples of our values in their everyday teaching and interactions			

Success Indicators	Values articulated and posters in every classroom Classroom and peer observation Student, staff and parent opinion survey data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff to complete a review of Vision and Values to evaluate current values and identify potential values	<input checked="" type="checkbox"/> Leading Teacher(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
Students and staff surveyed on current and potential school values	<input checked="" type="checkbox"/> Leading Teacher(s)	<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

<p>Student forums or Home Group discussions regarding College values</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</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>Students provide examples of behaviour that demonstrate each value to be incorporated into classroom posters</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$133,484.74	\$2,500.00	\$130,984.74
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$33,000.00	-\$2,352.62
Total	\$164,132.12	\$35,500.00	\$128,632.12

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Purchase Elastik program for the triangulation of data and associated teacher resources and support	\$4,000.00
Provision of study skills programs to students in Years 7-12	\$3,000.00
All staff involved in Berry Street Professional Development	\$15,000.00
New staff provided with Day 1, 2 and 3 of the Berry Street Training	\$2,000.00
As part of our work in the WSWS Berry Street CoP we will organise additional training for our Middle Leaders to provide extra support for our staff and to create new connections across BSEM schools. The timing of this will be dependent on availability.	\$3,000.00
Totals	\$27,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Purchase Elastik program for the triangulation of data and associated teacher resources and support	from: Term 1 to: Term 4		
Provision of study skills programs to students in Years 7-12	from: Term 2 to: Term 2		
As part of our work in the WSWS Berry Street CoP we will organise additional training for our Middle Leaders to provide extra support for our staff and to create new connections across BSEM schools. The timing of this will be dependent on availability.	from: Term 2 to: Term 4	\$2,500.00	
Totals		\$2,500.00	

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
All staff involved in Berry Street Professional Development	from: Term 1 to: Term 4	\$15,000.00	
New staff provided with Day 1, 2 and 3 of the Berry Street Training	from: Term 1 to: Term 2	\$5,000.00	
As part of our work in the WSWS Berry Street CoP we will organise additional training for our Middle Leaders to provide extra support for our staff and to create new connections across BSEM schools. The timing of this will be dependent on availability.	from: Term 2 to: Term 4	\$3,000.00	
Totals		\$23,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Resilience Project	
Totals	\$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resilience Project	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Resilience Project	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Resilience Project	from: Term 1 to: Term 4	\$10,000.00	
Totals		\$10,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Development of a schedule for Peer observations on a regular basis and implementation of Peer Observations in all classrooms	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 3 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Purchase Elastik program for the triangulation of data and associated teacher resources and support	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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 Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All staff involved in Berry Street Professional Development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Berry Street Partners WSW Community of Practice	<input checked="" type="checkbox"/> On-site