2022 Annual Implementation Plan

for improving student outcomes

North Geelong Secondary College (7856)

Submitted for review by Nick Adamou (School Principal) on 01 February, 2022 at 08:25 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 07 March, 2022 at 10:02 AM
Endorsed by Dirk Heitmann (School Council President) on 11 March, 2022 at 02:41 PM

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	Embedding
	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	

	FISO 2.0 Dimensions	Self-evaluation level
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

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

Enter your reflective comments	NGSC self evaluation in the 2021 in relation to FISO 2.0 is as follows: The school has a documented, published teaching and learning curriculum (scope and sequence, common assessment and rubrics) in Years 7 to 10, which is based on the Victorian Curriculum and senior secondary pathways. Curriculum committee and KLA teams review and evaluate the curriculum on a regular basis. The NGSC curriculum incorporates extra-curricula programs, such as ACE and STAR Literacy and Numeracy, SEAL, MYLNS Literacy & Numeracy, Excellence in Sports (Soccer and Football), lunchtime clubs and sporting teams. The school uses assessment and other data such as (NAPLAN, On Demand, PAT-R, PAT -M, SOS, AtSS and POS) to monitor and assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement. NGSC is building on existing strengths re: student agency and student voice, shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values (Respect, Excellence, Achievement and Diversity) and a culture of trust. The school needs to refine and prioritise student engagement strategies and focus on the relationships and actions that support student learning, participation and sense of belonging to their school and community. The school is providing support and resources, to continue external partnerships, products and services (Wellbeing team, doctors in Schools, Mental health Practitioner, TGP, Catholic Care, Chaplain which will provide every student the opportunity to strengthen their wellbeing capabilities, resilience and achieve the highest levels of learning growth.

Considerations for 2022	• Numeracy and Literacy • HITS • data literacy • instructional model • curriculum and assessment • learner agency • positive behaviours.
Documents that support this plan	North Geelong SC_2020 review report_SWVR.docx (0.87 MB)

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal 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.	Yes	Support for the 2022 Priorities	To continue to provide extra learning and wellbeing support to students who may have fallen behind due to Remote and Flexible Learning. To continue the 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.
Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.	Yes	NAPLAN By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: • Reading to 18% or above (from 14% in 2019) • Writing to 9% or above (from 6% in 2019) • Numeracy to 20% or above (from 17% in 2019) and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN: • Reading to 25% or less (from 30% in 2019) • Writing to 38% or less (from 48% in 2019) • Numeracy to 20% or less (from 24% in 2019)	In 2022 we will increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:Reading to 16% or above (from 14% in 2021) Writing to 6% or above (from 3% in 2021)Numeracy to 17% or above (from 8% in 2021) and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:Reading to 30% or less (from 44% in 2021) Writing to 48% or less (from 57% in 2021) Numeracy to 24% or less (from 27% in 2021) In 2022 we will increase benchmark

		By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be: • Reading: 75% or more At or Above benchmark (from 68% in 2019) • Writing: 18% Above benchmark (from 16% in 2019)	growth percentage for students in Year 7–9 NAPLAN Reading to be:Reading: 65% or more At or Above benchmark (from 56% in 2021) Writing: 16% Above benchmark (from 14% in 2021)
		VCE and VCAL By 2024: • VCE mean study score will increase from 26.95 to 28.00 or above • VCE English study score will increase from 24.5 to 26.5 or above • Percentage of VCAL students with a senior certificate will increase to 35% (from 31% in 2019)	In 2022 we will increase:VCE mean study score from from 25.38 in 2020 to 26.95 VCE English study score from 24.06 in 2020 to 26.5Percentage of VCAL students with a senior certificate from 31% in 2020 to 35%
		Staff opinion By 2024, the per cent positive endorsement on SSS will be: • Academic emphasis—65% or above (from 33% in 2019) • Understand how to analyse data—60% or above (from 47% in 2019) • Seek feedback to improve practice—60% or above (from 43% in 2019) • Understand formative assessment—60% or above (from 51% in 2019)	In 2022, the percent positive endorsement on SSS will be:Academic emphasis—60% or above (from 42% in 2020) Understand how to analyse data—55% or above (from 43% in 2020)Seek feedback to improve practice—60% or above (from 52% in 2020)Understand formative assessment—60% or above (from 57% in 2020)
Improve learner agency and engagement.	Yes	**Student opinion** By 2024, the overall percent positive score on the AToSS for Years 7–12 will be: • Student voice and agency—65% or above (from 48% in 2019) • Self–regulation and goal setting—70% or above (from 65% in 2019) • Motivation and interest—70% or above (from 63% in 2019) • Stimulated learning—65% or above (from 54% in 2019) By 2024, 85 per cent students will complete the AToSS (from 76 per cent in 2019)	In 2022, the percent positive endorsement of the AtoSS for Year 7 - 12 will be Student voice - 50% or aboveSelf regulation and goal setting - 65% or aboveMotivation and interest - 65% or aboveStimulated learning— 60% or above

		Staff opinion By 2024, the per cent positive endorsement scores on the SSS will be 60 per cent or above for: • Promote student ownership of learning (from 51% in 2019) • Use student feedback to improve practice (from 54% in 2019) • Focus learning on real–life problems (from 44% in 2019) • Collective efficacy (from 44% in 2019)	In 2022, the per cent positive endorsement scores on the SSS will be 55% per cent or above for:Promote student ownership of learning (from 51% in 2019)Use student feedback to improve practice (from 54% in 2019)Focus learning on real–life problems (from 44% in 2019)Collective efficacy (from 44% in 2019)
		Parent opinion By 2024, the per cent positive endorsement scores on the POS will be 85 per cent or above for: • Student agency and voice (from 82% in 2019) • Student motivation and support (from 76% in 2019) • Stimulating learning environment (from 80% in 2019)	By 2022, the per cent positive endorsement scores on the POS will be 83 per cent or above for:Student agency and voice (from 82% in 2019)Student motivation and support (from 76% in 2019)Stimulating learning environment (from 80% in 2019)
Improve student wellbeing.	Yes	**Student opinion** By 2024, the overall percent positive score on the AToSS for Years 7–12 will be: • Resilience—70% or above (from 60% in 2019) • Teacher concern—70% or above (from 40% in 2019) • Respect for diversity—65% or above (from 52% in 2019) • Sense of confidence—70% or above (from 63% in 2019)	In 2022, the overall percent positive score on the AToSS for Years 7–12 will be:Resilience—70% or above (from 60% in 2021)Teacher concern—50% or above (from 44.2% in 2021)Respect for diversity—55% or above (from 48% in 2021)Sense of confidence—63% or above (from 57% in 2021)
		Parent opinion By 2024, the per cent positive endorsement scores on the POS will be: • Respect for diversity—90% or above (from 88% in 2019) • Confidence and resiliency—85% or above (from 80% in 2019) • Promoting positive behaviour—85% or above (from 83% in 2019)	In 2022, the per cent positive endorsement scores on the POS will be:Respect for diversity—90% or above (from 88% in 2021)Confidence and resiliency—85% or above (from 80% in 2019)Promoting positive behaviour—85% or above (from 83% in 2019)
		School Wide Positive Behaviours By 2024, the annual number of positive behaviour reports will increase by 10 per cent on baseline data to be gathered in 2024.	In 2022, the annual number of positive behaviour reports will increase by 5% on the 2019 number.The annual number of students

		By 2024, the annual number of students suspended will decrease by 10 per cent of the 2019 number (175).	suspended will decrease by 5 per cent of the 2019 number (175).

Goal 1	**2022 Priorities Goal** **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.**	
12-month target 1.1-month target	To continue to provide extra learning and wellbeing support to students who may have fallen behind due to Remote and Flexible Learning. To continue the 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.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	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.	
Goal 4	**Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.**	

12-month target 4.1-month target	In 2022 we will increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: Reading to 16% or above (from 14% in 2021) Writing to 6% or above (from 3% in 2021) Numeracy to 17% or above (from 8% in 2021) and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN: Reading to 30% or less (from 44% in 2021) Writing to 48% or less (from 57% in 2021) Numeracy to 24% or less (from 27% in 2021) In 2022 we will increase benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be: Reading: 65% or more At or Above benchmark (from 56% in 2021) Writing: 16% Above benchmark (from 14% in 2021)	
12-month target 4.2-month target	In 2022 we will increase: VCE mean study score from from 25.38 in 2020 to 26.95 VCE English study score from 24.06 in 2020 to 26.5 Percentage of VCAL students with a senior certificate from 31% in 2020 to 35%	
12-month target 4.3-month target	In 2022, the percent positive endorsement on SSS will be: Academic emphasis—60% or above (from 42% in 2020) Understand how to analyse data—55% or above (from 43% in 2020) Seek feedback to improve practice—60% or above (from 52% in 2020) Understand formative assessment—60% or above (from 57% in 2020)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Excellence in teaching and learning	Strengthen teacher and team capability to use individual and cohort data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.	No

KIS 4.b Excellence in teaching and learning	Further develop and embed the agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.	Yes
KIS 4.c Excellence in teaching and learning	Develop a whole–college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning.	Yes
KIS 4.d Excellence in teaching and learning	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation	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.	NGSC has selected these KIS as it was evident in the previous school review report that teachers were not consistent in using cohort and individual data to teach a differentiated and stimulating curriculum targeting students' individual needs. Additionally, with the post-COVID lockdown context, the school wishes to strengthen a culture of PLC through the use of Learning Specialists/Literary and Numeracy Coaches.	

Goal 5	Improve learner agency and engagement.
12-month target 5.1-month target	In 2022, the percent positive endorsement of the AtoSS for Year 7 - 12 will be Student voice - 50% or above Self regulation and goal setting - 65% or above Motivation and interest - 65% or above Stimulated learning— 60% or above
12-month target 5.2-month target	In 2022, the per cent positive endorsement scores on the SSS will be 55% per cent or above for: Promote student ownership of learning (from 51% in 2019) Use student feedback to improve practice (from 54% in 2019) Focus learning on real–life problems (from 44% in 2019) Collective efficacy (from 44% in 2019)
12-month target 5.3-month target	By 2022, the per cent positive endorsement scores on the POS will be 83 per cent or above for:

	Student agency and voice (from 82% in 2019) Student motivation and support (from 76% in 2019) Stimulating learning environment (from 80% in 2019)

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 5.a Positive climate for learning	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.	No
KIS 5.b Positive climate for learning	Develop a learning climate that promotes a partnership between the learner and teacher and empowers students to become active self–regulating learners.	Yes
KIS 5.c Positive climate for learning	Develop a whole–school understanding of student voice and learner agency.	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.	The school has selected these KIS as it aims to build on strong platforms to explore student voice in the school community. A structured avenue needs to be considered to instigate, promote and utilise student agency.	

Goal 6	**Improve student wellbeing.**
12-month target 6.1-month target	In 2022, the overall percent positive score on the AToSS for Years 7–12 will be: Resilience—70% or above (from 60% in 2021) Teacher concern—50% or above (from 44.2% in 2021) Respect for diversity—55% or above (from 48% in 2021) Sense of confidence—63% or above (from 57% in 2021)
12-month target 6.2-month target	In 2022, the per cent positive endorsement scores on the POS will be:

	Respect for diversity—90% or above (from 88% in 2021) Confidence and resiliency—85% or above (from 80% in 2019) Promoting positive behaviour—85% or above (from 83% in 2019)	
12-month target 6.3-month target	In 2022, the annual number of positive behaviour reports will increase by 5% on the 2019 number. The annual number of students suspended will decrease by 5 per cent of the 2019 number (175).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 6.a Positive climate for learning	Refine and embed the whole–school SWPBS.	Yes
KIS 6.b Positive climate for learning	Embed Respectful Relationships into the curriculum.	Yes
KIS 6.c Positive climate for learning	Strengthen the career pathway programs through Years 7–9.	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.	Goal no. 4 "Improve student wellbeing" and these KIS have been selected, so the school can continue the work in refining and embedding the School Wide Positive Behaviors and Respectful Relationships into the curriculum. Our students have faced many challenges in the last 2 years with Remote and Flexible Learning and in and out of lockdowns. Due to the pandemic in 2021 we haven't been able to achieve as much as we planned, therefore, we will continue the work in this area .	

Define actions, outcomes, success indicators and activities

Goal 1	**2022 Priorities Goal** 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.
12-month target 1.1 target	To continue to provide extra learning and wellbeing support to students who may have fallen behind due to Remote and Flexible Learning. To continue the 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.
KIS 1.a 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
Actions	Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group). Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods). Become creative with the allocation of TLI teachers ensuring that they at least teach most of the TLI students in mainstream classes such as Mathematics, Science, English and Humanities. Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English). The 2022 TLI program will be lead by a PCO (ongoing monitoring of the program). Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.
Outcomes	Using data by all teachers to inform teaching and learning aiming to address student individual learning needs in particular in Mathematics and English. TLI teachers and TLI students will strengthen the teacher/student relationships enhancing the learning growth. Mainstream classroom teachers and TLI teachers will work closely, in collaboration, communicating and sharing best practice. Improvement in student learning and engagement. The TLI program will be fully embedded in the NGSC timetable structure.

Success Indicators	Timetable structure (matching the TLI teachers with students that they teach where possible) Formative and Summative assessment data will show learning growth to the students participating in the TLI program. Improvement in TLI student engagement (Formative and Summative survey results).				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group).	☑ Assessment & reporting coordinator ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 1	$50,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods).	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Literacy leader ☑ Numeracy leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$50,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Become creative with the allocation of TLI teachers ensuring that they at least teach most of the TLI students in mainstream classes such as Mathematics, Science, English and Humanities.	☑ Assistant principal ☑ Leadership team ☑ Literacy leader ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00

	☑ Principal			☑ Disability Inclusion Tier 2 Funding will be used
Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	☑ Assistant principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 1	$350,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
The 2022 TLI program will be lead by a PCO (ongoing monitoring of the program).	☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	☑ Assistant principal ☑ Principal ☑ Staff development coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$70,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items

				will be used which may include DET funded or free items
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk. Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants) Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff. Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years			
Outcomes	Working in teams (wellbeing, management, DI) to effectively support student wellbeing and mental health, in particular the vulnerable and at risk students. Improvement in student behavior and attendance. Improvement in student engagement.			
Success Indicators	Vulnerable and 'at risk' students to be well supported evident in improved attendance and green entries on Compass. Identified TLI students significantly improve their wellbeing. All students in need of adjustments are identified and have an informative, useful and contemporary IEP that is consistently and regularly updated in collaboration with parents. All staff have a solid understanding of the intent of Disability Inclusion and have a strong commitment to using inclusive practices in their classrooms with efficacy.			

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School	☑ Assistant principal ☑ Education support	☑ PLP Priority	from: Term 1	$250,000.00

Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	☑ Leading teacher(s) ☑ School improvement team		to: Term 4	☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants)	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ School improvement team ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	☑ Assistant principal ☑ Education support ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$160,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

					☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion	☑ All staff ☑ Allied health ☑ Assistant principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4		$20,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years	☑ Leadership team ☑ Principal ☑ School improvement team ☑ Team leader(s)	☑ PLP Priority	from: Term 1 to: Term 4		$40,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.
12-month target 4.1 target	In 2022 we will increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: Reading to 16% or above (from 14% in 2021) Writing to 6% or above (from 3% in 2021)

	Numeracy to 17% or above (from 8% in 2021) and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN: Reading to 30% or less (from 44% in 2021) Writing to 48% or less (from 57% in 2021) Numeracy to 24% or less (from 27% in 2021) In 2022 we will increase benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be: Reading: 65% or more At or Above benchmark (from 56% in 2021) Writing: 16% Above benchmark (from 14% in 2021)
12-month target 4.2 target	In 2022 we will increase: VCE mean study score from from 25.38 in 2020 to 26.95 VCE English study score from 24.06 in 2020 to 26.5 Percentage of VCAL students with a senior certificate from 31% in 2020 to 35%
12-month target 4.3 target	In 2022, the percent positive endorsement on SSS will be: Academic emphasis—60% or above (from 42% in 2020) Understand how to analyse data—55% or above (from 43% in 2020) Seek feedback to improve practice—60% or above (from 52% in 2020) Understand formative assessment—60% or above (from 57% in 2020)
KIS 4.b Evidence-based high-impact teaching strategies	Further develop and embed the agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.
Actions	HITs will be embedded within unit plans. The language of the cycle of inquiry is embedded in PLC work. The college instructional model is to be prominent in the induction process for all new and returning staff, as well as visible within the classrooms and embedded in professional learning throughout the year. The focus for the Semester One Learning Walk will be the consistent use of the Instructional Model.

Outcomes	Staff will be able to articulate and implement a consistent instructional model in every classroom. Students will be able use the consistently use the language of the instructional model.				
Success Indicators	Learning Walk summary presentation to all staff HITs and Instructional model embedded in UBD (Understanding by Design) Unit Plans Increased percentage of teachers undertaking PD and sharing their learning in a variety of settings (PLC, KLA, SWPBS, Student Management)				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
Learning Walks	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used	
Peer Observations	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used	
PLC Documentation	☑ All staff ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ PLC leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used	
Evaluate and update UBD Unit Plans	☑ Assistant principal	☐ PLP Priority	from: Term 1	$20,000.00	

		☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Principal ☑ School improvement team		to: Term 2	☑ Equity funding will be used
Create and promote visible resources in classrooms (Posters of the instructional model)		☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Leadership team ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00
KIS 4.c Curriculum planning and assessment	Develop a whole–college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning.				
Actions	Engage Literacy/Numeracy Consultants to review Curriculum across all areas. Plan how to build staff capacity through professional development sessions. $30,000 grant from 'Giving Plus' to build literacy teaching capacity with Humanities & Science teachers Learning Specialists in the role of Literacy & Numeracy Coaches along with TLIs				
Outcomes	All staff having a greater awareness/understanding of literacy and numeracy as their own responsibility. Staff adopting greater knowledge of how to teach literacy and numeracy strategies to students, in their subject areas.				
Success Indicators	Documented literacy/numeracy practices in unit plans and lesson plans. Strategies visual in classrooms (eg. SALTY graphs, Reading posters). Professional Development run by Coaches & Consultants to all staff. Demonstration lessons by coaches in classes.				

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build literacy and numeracy teaching capacity of all teaches	☑ Leadership team ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Numeracy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Engage consultants to work with the Literacy and Numeracy Coaches to; audit curriculum, identify PD needs and embed strategies within unit plans	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
Work with Humanities and Science Teachers (Giving plus grant) to build literacy teaching capacity	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Leadership team ☑ Literacy improvement teacher	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
KIS 4.d		Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation		

Building practice excellence	
Actions	Literacy/Numeracy Coaches and Leading Teachers will lead PLCs, coach, model and observe teaching. Learning Walks will be conducted twice yearly and all staff will participate in peer observations with a focus as determined through the PLC cycle. PLC cycle will also involve strategic professional learning around the SSS areas of: - Academic emphasis - Understanding how to analyse data - Seeking feedback to Improve Practice - Understanding Formative Assessment Build staff capacity and knowledge to develop high quality Individual Education Plans.
Outcomes	Reinvigorate staff with PLC processes and protocols Refine PLC meeting time structure Build collaborative relationships amongst staff Staff engage in regular Peer observations
Success Indicators	PLC meetings published on Term Planning Documentation of PLC inquiries Semester 2 Learning Walk linked to literacy/numeracy Demonstration Lesson Calendar - Learning Specialists & Leading Teachers opening up classroom Peer observations documented for PDP

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PLCs: Ongoing work surrounding the use of an Improvement Cycle Professional Learning towards positive SSS responses	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Literacy improvement teacher	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items

	☑ Numeracy improvement teacher			will be used which may include DET funded or free items
Literacy/Numeracy Coaches Level of Work: Consistent feedback processes: coaching and modelling	☑ Assistant principal ☑ Literacy improvement teacher ☑ Numeracy improvement teacher ☑ Numeracy leader	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Learning Walks x 2: One per semester	☑ All staff ☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Peers Observations x 4: All teachers to participate in at least one peer observation per term	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

Goal 5	Improve learner agency and engagement.
12-month target 5.1 target	In 2022, the percent positive endorsement of the AtoSS for Year 7 - 12 will be Student voice - 50% or above Self regulation and goal setting - 65% or above Motivation and interest - 65% or above Stimulated learning— 60% or above
12-month target 5.2 target	In 2022, the per cent positive endorsement scores on the SSS will be 55% per cent or above for:

	Promote student ownership of learning (from 51% in 2019) Use student feedback to improve practice (from 54% in 2019) Focus learning on real–life problems (from 44% in 2019) Collective efficacy (from 44% in 2019)
12-month target 5.3 target	By 2022, the per cent positive endorsement scores on the POS will be 83 per cent or above for: Student agency and voice (from 82% in 2019) Student motivation and support (from 76% in 2019) Stimulating learning environment (from 80% in 2019)
KIS 5.b Intellectual engagement and self-awareness	Develop a learning climate that promotes a partnership between the learner and teacher and empowers students to become active self–regulating learners.
Actions	Professional learning for all staff on Gradual Release. Year 7 teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency. Staff and student collaboration on: "What is the aspirational for learner agency at NGSC?". Immediate analysis of student feedback (class/cohort) opportunities. Formalized process in Google Suite involving growth-based goal setting, assessment and feedback on teaching and learning.
Outcomes	Students participate engage with teacher to recognize their learning. Teachers and students have a deeper understanding of how learning occurs within the class context. Students have clarity around the processes in the school. Staff uitilse templates to measure impact teaching strategies have on student learning (used in PLC). Students identify where they are on a continuum and then set appropriate growth-based goals. Feedback would highlight that students are more self motivated towards learning growth.
Success Indicators	Professional learning in staff meetings and curriculum days. Visible use of the Instructional model and Gradual Release in Learning walks. Publications summarising our Instructional model in a visual representation for students.

| | A publication informed by staff and students outlining what agency looks like in the classroom. Students have regular opportunity to reflect, set goals and observe real growth in learning. (Self regulation and goal setting 65% or above in ATSS) Motivation and interest to increase to 65% or above in ATSS. Staff utilise data to support differentiated instruction. Student ownership in learning to increase to 55% or above in SSS. |

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Professional learning for all staff on Gradual Release.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 3	$80,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Year 7 Teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency.	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$30,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Staff and student collaboration on: "What is the aspirational for learner agency at NGSC?".	☑ Assistant principal ☑ Leadership team ☑ Principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Immediate analysis of student feedback (class/cohort) opportunities.	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Student leadership coordinator ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$40,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Formalized process in Google Suite involving growth-based goal setting, assessment and feedback on teaching and learning.	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
KIS 5.c Empowering students and building school pride	Develop a whole–school understanding of student voice and learner agency.			
Actions	SRC remodeled. Middle Years Girls ATSS review and Action plan.			

	Organise two Be Bold Be Heard Middle Years Girl's forums.

Deliver clarity on our Governing programs to year 7 students
- Communication/publication of structures, to promote common language of school programs such as SWPBS, Values, UBD and instructional model

Survey students to clarify ATSS perspectives. |
| **Outcomes** | Staff and students will have clarity and engagement with the initiatives and actions of the SRC.

Middle Years Girls will have shared their perspectives with staff (Re ATSS) and produce an action plan from which SRC and Leadership can support and celebrate achievements.

Be Bold Be Heard Forums will be conducted in term 1 and term 3/4 in 2022 with participation from Geelong secondary schools.
- Achievements published in newsletters, local newspapers
- Permanent sponsorship
- Staff knowledge of barriers to middle years girls and what can be done to support their empowerment

Students engaged with broader school program, developed knowledge of who we are, what we do and that through communication we can instigate change at every year level.
- Home group summary shared with students in year 7

Leadership to have a clear picture on what the students are wanting and needing |
| **Success Indicators** | Documentation from formal meetings and presentations that highlight the sharing of student perspectives and recommended change.
- Evidence of actions and outcomes from such meetings

Documented action plan and outcomes
- Change in the gender disparity within ATSS- Student Voice and Agency

Be Bold Be Heard publications/documentations and summary of impacts made (term 4)
- Improvement on gender gap in regional/network Positive perspective ATSS data

Year 7 transition ATSS data to improve
- student connectedness to school
- ATSS year 7 transitions |

	Presentation to leadership, actions to targeted by Leadership				
Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**	
SRC remodeled	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items	
Middle Years Girls review of ATSS and set up an action plan for 2022	☑ Assistant principal ☑ Sub school leader/s ☑ Wellbeing team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used	
Organise two "Be Bold Be Heard" Middle Years Girl's forums	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used	

				☑ Disability Inclusion Tier 2 Funding will be used
Improve communications and publications about our school Student Voice program to year 7 students	☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Surveys of students to clarify perspectives within ATSS	☑ Assistant principal ☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

Goal 6	Improve student wellbeing.
12-month target 6.1 target	In 2022, the overall percent positive score on the AToSS for Years 7–12 will be: Resilience—70% or above (from 60% in 2021) Teacher concern—50% or above (from 44.2% in 2021) Respect for diversity—55% or above (from 48% in 2021) Sense of confidence—63% or above (from 57% in 2021)
12-month target 6.2 target	In 2022, the per cent positive endorsement scores on the POS will be: Respect for diversity—90% or above (from 88% in 2021)

	Confidence and resiliency—85% or above (from 80% in 2019) Promoting positive behaviour—85% or above (from 83% in 2019)
12-month target 6.3 target	In 2022, the annual number of positive behaviour reports will increase by 5% on the 2019 number. The annual number of students suspended will decrease by 5 per cent of the 2019 number (175).
KIS 6.a Health and wellbeing	Refine and embed the whole–school SWPBS.
Actions	Ensure a Year 7, 9 and 11 students are on the SWPBS team Revise and update the Behavior matrix Teaching specific social skills (Including "Empathy" and "Being a good friend") Become accredited for Blue or Bronze SWPBS level Increase the number of green entries
Outcomes	Student voice on the SWPBS team Review the matrix and ensure that it is being utilized in classes Staff making more green entries, working party looking at strategies to improve entries SWPBS team working towards meeting the Blue and Bronze award levels for SWPBS Students being taught specific social engagement skills
Success Indicators	A Year 7, 9 and 11 member contributing to the SWPBS team Increase in positive behaviour entries Decrease by 5% the number of suspensions from 2019 Formalised recognition program for green entries ATS increase Respect for Diversity 55%, Resilience 65%, Sense of confidence 63% POS Respect for Diversity 90%, Confidence or Resiliency 85%, Promoting Positive Behaviour 85%

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Ensure Year 7, 9 and 11 students are on the SWPBS team	☑ Assistant principal ☑ Leadership team ☑ School improvement team ☑ Sub school leader/s ☑ Wellbeing team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 2	$30,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Revise and update the SWPBS matrix	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Teaching specific social skills (Including "Empathy" and "Being a good friend")	☑ All staff ☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which

					may include DET funded or free items
Become SWPBS accredited for Blue and Bronze levels	☑ All staff ☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 3 to: Term 4		$20,000.00 ☑ Equity funding will be used
Increase the number of green entries (positive comments) on Compass	☑ All staff ☑ Education support ☑ KLA leader ☑ Learning specialist(s) ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4		$10,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 6.b Setting expectations and promoting inclusion	Embed Respectful Relationships into the curriculum.
Actions	Effectively mobilize wellbeing programs to meet targeted needs. Building teaching capacity to develop teacher connectedness Continue to build the cultural awareness student group Staff and student engagement with the "Be Bold Be Heard" group HAPE to audit, review the UBDs for Respectful Relationships VCAL to continue to teach Respectful Relationships in the PDS classes

Outcomes	More student well-being programs and improve the awareness and connectedness to well being and their programs Increase positive interactions between students and teachers The cultural awareness group continues to meet, grow and influence school policy. Interact with internal and external mentors Students attend the 'be bold be heard' group and then share their learning at assemblies and through other school mediums. Updated UBD for Respecful Relationship curriculum
Success Indicators	Increase in wellbeing programs. Increase in the ATS Teacher concern, resilience, and sense of confidence. ATS reduced gender differences in Teacher concerns ATS Respect for Diversity to be 55% for students and POS to be 90%.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Effectively mobilize wellbeing programs to meet student targeted needs	☑ Assistant principal ☑ KLA leader ☑ Leadership team ☑ Wellbeing team ☑ Year level co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 3	$60,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Building teaching capacity to develop teacher connectedness	☑ All staff ☑ School improvement team ☑ Year level co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used

					☑ Disability Inclusion Tier 2 Funding will be used
Continue to build the cultural awareness student group	☑ KLA leader ☑ School improvement team ☑ School leadership team ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used	
Staff and student engagement with the "be bold be heard" group/program	☑ All staff ☑ Assistant principal ☑ School improvement team ☑ School leadership team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used	
HAPE to audit, review the UBDs on Respectful Relationships	☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used	
VCAL to continue to teach Respectful Relationships in the PDS classes	☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used	

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

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

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$1,838,133.95	$1,800,000.00	$38,133.95
Disability Inclusion Tier 2 Funding	$458,726.80	$458,000.00	$726.80
Schools Mental Health Fund and Menu	$87,310.77	$87,311.00	-$0.23
Total	**$2,384,171.52**	**$2,345,311.00**	**$38,860.52**

Activities and milestones – Total Budget

Activities and milestones	Budget
Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group).	$50,000.00
Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods).	$50,000.00
Become creative with the allocation of TLI teachers ensuring that they at least teach most of the TLI students in mainstream classes such as Mathematics, Science, English and Humanities.	$50,000.00

Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	$350,000.00
The 2022 TLI program will be lead by a PCO (ongoing monitoring of the program).	$20,000.00
Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	$70,000.00
Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	$250,000.00
Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants)	$200,000.00
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	$160,000.00
Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion	$20,000.00
Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years	$40,000.00
Learning Walks	$50,000.00
Peer Observations	$50,000.00

PLC Documentation	$30,000.00
Evaluate and update UBD Unit Plans	$20,000.00
Build literacy and numeracy teaching capacity of all teaches	$80,000.00
Engage consultants to work with the Literacy and Numeracy Coaches to; audit curriculum, identify PD needs and embed strategies within unit plans	$50,000.00
Work with Humanities and Science Teachers (Giving plus grant) to build literacy teaching capacity	$30,000.00
PLCs: Ongoing work surrounding the use of an Improvement Cycle Professional Learning towards positive SSS responses	$50,000.00
Literacy/Numeracy Coaches Level of Work: Consistent feedback processes: coaching and modelling	$100,000.00
Learning Walks x 2: One per semester	$30,000.00
Peers Observations x 4: All teachers to participate in at least one peer observation per term	$50,000.00
Professional learning for all staff on Gradual Release.	$80,000.00
Year 7 Teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency.	$30,000.00
Staff and student collaboration on: "What is the aspirational for learner agency at NGSC?".	$30,000.00
Immediate analysis of student feedback (class/cohort) opportunities.	$40,000.00
Formalized process in Google Suite involving growth-based goal setting, assessment and feedback on teaching and learning.	$10,000.00

SRC remodeled	$20,000.00
Middle Years Girls review of ATSS and set up an action plan for 2022	$10,000.00
Organise two "Be Bold Be Heard" Middle Years Girl's forums	$20,000.00
Improve communications and publications about our school Student Voice program to year 7 students	$5,000.00
Surveys of students to clarify perspectives within ATSS	$10,000.00
Ensure Year 7, 9 and 11 students are on the SWPBS team	$30,000.00
Revise and update the SWPBS matrix	$10,000.00
Teaching specific social skills (Including "Empathy" and "Being a good friend")	$50,000.00
Become SWPBS accredited for Blue and Bronze levels	$20,000.00
Increase the number of green entries (positive comments) on Compass	$10,000.00
Effectively mobilize wellbeing programs to meet student targeted needs	$60,000.00
Building teaching capacity to develop teacher connectedness	$30,000.00
Continue to build the cultural awareness student group	$20,000.00
Staff and student engagement with the "be bold be heard" group/program	$20,000.00

HAPE to audit, review the UBDs on Respectful Relationships	$20,000.00
VCAL to continue to teach Respectful Relationships in the PDS classes	$10,000.00
Totals	**$2,335,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group).	from: Term 1 to: Term 1	$30,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods).	from: Term 1 to: Term 1	$43,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	from: Term 1 to: Term 1	$300,000.00	☑ School-based staffing

The 2022 TLI program will be lead by a PCO (ongoing monitoring of the program).	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	from: Term 1 to: Term 4	$250,000.00	☑ School-based staffing ☑ Support services
Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants)	from: Term 1 to: Term 4	$150,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	from: Term 1 to: Term 4	$60,000.00	☑ School-based staffing ☑ Support services

Learning Walks	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ CRT
Peer Observations	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing ☑ CRT
PLC Documentation	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ CRT
Evaluate and update UBD Unit Plans	from: Term 1 to: Term 2	$20,000.00	☑ School-based staffing
Build literacy and numeracy teaching capacity of all teaches	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing
Engage consultants to work with the Literacy and Numeracy Coaches to; audit curriculum, identify PD needs and embed strategies within unit plans	from: Term 1 to: Term 4	$50,000.00	☑ Other Engage Literacy and Numeracy external consultans
Work with Humanities and Science Teachers (Giving plus grant) to build literacy teaching capacity	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
PLCs: Ongoing work surrounding the use of an Improvement Cycle	from: Term 1	$50,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources

Professional Learning towards positive SSS responses	to: Term 4		
Literacy/Numeracy Coaches Level of Work: Consistent feedback processes: coaching and modelling	from: Term 1 to: Term 4	$100,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Learning Walks x 2: One per semester	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Peers Observations x 4: All teachers to participate in at least one peer observation per term	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing
Professional learning for all staff on Gradual Release.	from: Term 1 to: Term 3	$40,000.00	☑ School-based staffing
Year 7 Teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency.	from: Term 1 to: Term 3	$20,000.00	☑ School-based staffing
Staff and student collaboration on: "What is the aspirational for learner agency at NGSC?".	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Immediate analysis of student feedback (class/cohort) opportunities.	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing

Formalized process in Google Suite involving growth-based goal setting, assessment and feedback on teaching and learning.	from: Term 1 to: Term 2	$10,000.00	☑ School-based staffing
SRC remodeled	from: Term 1 to: Term 2	$20,000.00	☑ School-based staffing
Middle Years Girls review of ATSS and set up an action plan for 2022	from: Term 1 to: Term 2	$10,000.00	☑ School-based staffing ☑ CRT
Organise two "Be Bold Be Heard" Middle Years Girl's forums	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Improve communications and publications about our school Student Voice program to year 7 students	from: Term 1 to: Term 2	$5,000.00	☑ Other Photocopying and publicity
Surveys of students to clarify perspectives within ATSS	from: Term 1 to: Term 2	$10,000.00	☑ School-based staffing
Ensure Year 7, 9 and 11 students are on the SWPBS team	from: Term 1 to: Term 2	$20,000.00	☑ School-based staffing
Revise and update the SWPBS matrix	from: Term 1	$10,000.00	☑ Teaching and learning programs and resources

	to: Term 2		
Teaching specific social skills (Including "Empathy" and "Being a good friend")	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Become SWPBS accredited for Blue and Bronze levels	from: Term 3 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources
Increase the number of green entries (positive comments) on Compass	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources
Effectively mobilize wellbeing programs to meet student targeted needs	from: Term 1 to: Term 3	$42,000.00	☑ School-based staffing
Building teaching capacity to develop teacher connectedness	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing
Continue to build the cultural awareness student group	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
Staff and student engagement with the "be bold be heard" group/program	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing

HAPE to audit, review the UBDs on Respectful Relationships	from: Term 1 to: Term 2	$20,000.00	☑ School-based staffing
VCAL to continue to teach Respectful Relationships in the PDS classes	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Totals		**$1,800,000.00**	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Become creative with the allocation of TLI teachers ensuring that they at least teach most of the TLI students in mainstream classes such as Mathematics, Science, English and Humanities.	from: Term 1 to: Term 4	$50,000.00	☑ Professional learning for school-based staff • ☑ Other workforces to support students with disability •
Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	from: Term 1 to: Term 1	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff •

Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	from: Term 1 to: Term 4		
Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants)	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties ● ☑ Other workforces to support students with disability ● ☑ Other ●
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	from: Term 1 to: Term 4	$100,000.00	
Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources ● ☑ Other ●

Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years	from: Term 1 to: Term 4		$40,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Professional learning for school-based staff •
Build literacy and numeracy teaching capacity of all teaches	from: Term 1 to: Term 4		$40,000.00	☑ Professional learning for school-based staff • Middle school leaders
Literacy/Numeracy Coaches Level of Work: Consistent feedback processes: coaching and modelling	from: Term 1 to: Term 4			
Professional learning for all staff on Gradual Release.	from: Term 1 to: Term 3		$40,000.00	☑ Professional learning for school-based staff •
Year 7 Teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency.	from: Term 1 to: Term 3		$10,000.00	☑ Professional learning for school-based staff • Middle school leaders ☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Staff and student collaboration on: "What is the aspirational for learner agency at NGSC?".	from: Term 1 to: Term 4			

Immediate analysis of student feedback (class/cohort) opportunities.	from: Term 1 to: Term 4	$20,000.00	☑ Professional learning for school-based staff •
Formalized process in Google Suite involving growth-based goal setting, assessment and feedback on teaching and learning.	from: Term 1 to: Term 2		
SRC remodeled	from: Term 1 to: Term 2		
Middle Years Girls review of ATSS and set up an action plan for 2022	from: Term 1 to: Term 2		
Organise two "Be Bold Be Heard" Middle Years Girl's forums	from: Term 1 to: Term 4		
Improve communications and publications about our school Student Voice program to year 7 students	from: Term 1 to: Term 2		
Surveys of students to clarify perspectives within ATSS	from: Term 1 to: Term 2		
Ensure Year 7, 9 and 11 students are on the SWPBS team	from: Term 1	$10,000.00	☑ Teaching and learning programs and resources •

	to: Term 2		☑ CRT •
Revise and update the SWPBS matrix	from: Term 1 to: Term 2		
Teaching specific social skills (Including "Empathy" and "Being a good friend")	from: Term 1 to: Term 4	$20,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Disability inclusion coordinator
Increase the number of green entries (positive comments) on Compass	from: Term 1 to: Term 4		
Effectively mobilize wellbeing programs to meet student targeted needs	from: Term 1 to: Term 3	$18,000.00	
Building teaching capacity to develop teacher connectedness	from: Term 1 to: Term 4		
Continue to build the cultural awareness student group	from: Term 1 to: Term 4		
Staff and student engagement with the "be bold be heard"	from: Term 1		

group/program	to: Term 4		
VCAL to continue to teach Respectful Relationships in the PDS classes	from: Term 1 to: Term 4		
Totals		$458,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group).	from: Term 1 to: Term 1	$30,311.00	☑ Tier 2/Category: Therapeutic models

Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods).	from:
	Term 1
	to:
	Term 1
		$7,000.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu staffing
			   o Additional mental health and wellbeing professional
			      Youth Worker

Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	from: Term 1 to: Term 1	$30,000.00	☑ Tier 1/Category: Whole school approach to positive mental health **This activity will use Mental Health Menu staffing** o Staff Release

Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	from: Term 1 to: Term 4	$20,000.00	☑ Tier 1/Category: Whole school approach to positive mental health **This activity will use Mental Health Menu staffing** ○ Staff Release
Use the existing wellbeing structure at the school (Social Workers, Mental Health Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	from: Term 1 to: Term 4		
Build on the student wellbeing and management system of the school to support the vulnerable students (three sub-school system, supported by PCOs, LTs, YLCs, Assistant YLC's and sub-school Assistants)	from: Term 1 to: Term 4		
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	from: Term 1 to: Term 4		
Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion	from: Term 1 to: Term 4		

Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years	from: Term 1 to: Term 4		
Build literacy and numeracy teaching capacity of all teaches	from: Term 1 to: Term 4		
PLCs: Ongoing work surrounding the use of an Improvement Cycle Professional Learning towards positive SSS responses	from: Term 1 to: Term 4		
Year 7 Teacher induction sessions to provide clarity around NGSC Instructional model, voice and agency.	from: Term 1 to: Term 3		
SRC remodeled	from: Term 1 to: Term 2		
Ensure Year 7, 9 and 11 students are on the SWPBS team	from: Term 1 to: Term 2		
Teaching specific social skills (Including "Empathy" and "Being a good friend")	from: Term 1 to: Term 4		
Increase the number of green entries (positive comments) on	from: Term 1		

Compass	to: Term 4		
Effectively mobilize wellbeing programs to meet student targeted needs	from: Term 1 to: Term 3		
VCAL to continue to teach Respectful Relationships in the PDS classes	from: Term 1 to: Term 4		
Totals		$87,311.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Using data (PAT-R, PAT-M, NAPLAN, Teacher Judgements//feedback, On Demand) the school will identify students who will qualify to be included in the 2022 Tutor Learning Initiative (TLI) program, (5 students per Home Group).	☑ Assessment & reporting coordinator ☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ VCAA curriculum specialist ☑ Literacy expertise ☑ PLC Initiative ☑ Teaching partners ☑ Academy program/course	☑ On-site
Identify English and Mathematics teachers within the NGSC staff who will be teaching in the TLI program (balance of mainstream and TLI teaching periods).	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leadership team ☑ Literacy leader ☑ Numeracy leader	from: Term 1 to: Term 1	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Learning specialist ☑ Literacy leaders ☑ Numeracy leader	☑ On-site

	☑ Principal					
Become creative with the allocation of TLI teachers ensuring that they at least teach most of the TLI students in mainstream classes such as Mathematics, Science, English and Humanities.	☑ Assistant principal ☑ Leadership team ☑ Literacy leader ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Recruitment of teaching staff to backfill loads created by the TLI program (Mathematics and English).	☑ Assistant principal ☑ Principal	from: Term 1 to: Term 1	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Provide Teacher Professional Development for effective collaboration between the classroom teacher and the TLI teacher.	☑ Assistant principal ☑ Principal ☑ Staff development coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Use the existing wellbeing structure at the school (Social Workers, Mental Health	☑ Assistant principal	from: Term 1	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Teaching partners ☑ Leadership partners	☑ On-site

Practitioner, Doctors in schools, external providers such as The Geelong Project, BCYF, Catholic Care, School Chaplain, SSSOs) to effectively support student wellbeing and mental health in particular the vulnerable and students at risk.	☑ Education support ☑ Leading teacher(s) ☑ School improvement team	to: Term 4			☑ School improvement partnerships ☑ Internal staff	
Disability Inclusion team (DI Leader and DI staff) to contribute to the wellbeing of all students by building teacher capacity din relation to Tier 1 and supporting Tier 2 and Tier 3 students through ES Staff.	☑ Assistant principal ☑ Education support ☑ Leadership team ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Formal school meeting / internal professional learning sessions	☑ Departmental resources Regional DI support	☑ On-site
Develop a coordinated plan to transition all students currently on the PSD program to Disability Inclusion Profiles over the next 3 calendar years	☑ Leadership team ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ Departmental resources Regional DI support and PD	☑ On-site

	☑ Team leader(s)					
Learning Walks	☑ Assistant principal ☑ Curriculum co-ordinator(s) ☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Leadership partners ☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Peer Observations	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Leading teacher(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Timetabled planning day	☑ Internal staff	☑ On-site
PLC Documentation	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team ☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site

	☑ Curriculum co-ordinator (s) ☑ PLC leaders ☑ Principal		☑ Formalised PLC/PLTs			
Build literacy and numeracy teaching capacity of all teaches	☑ Leadership team ☑ Learning specialist(s) ☑ Literacy improvement teacher ☑ Numeracy improvement teacher	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day ☑ PLC/PLT meeting	☑ Literacy expertise ☑ Maths/Sci specialist ☑ External consultants employment of a Literacy consultant to provide PD	☑ On-site
Engage consultants to work with the Literacy and Numeracy Coaches to; audit curriculum, identify PD needs and embed strategies within unit plans	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ KLA leader ☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole school pupil free day	☑ Literacy expertise ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site

PLCs: Ongoing work surrounding the use of an Improvement Cycle Professional Learning towards positive SSS responses	☑ All staff ☑ Assistant principal ☑ Leadership team ☑ Literacy improvement teacher ☑ Numeracy improvement teacher	from: Term 1 to: Term 4	☑ Planning	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ PLC Initiative	☑ On-site
Literacy/Numeracy Coaches Level of Work: Consistent feedback processes: coaching and modelling	☑ Assistant principal ☑ Literacy improvement teacher ☑ Numeracy improvement teacher ☑ Numeracy leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled planning day	☑ Literacy expertise ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
Professional learning for all staff on Gradual Release.	☑ Assistant principal	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders	☑ On-site

	☑ Curriculum co-ordinator (s) ☑ Leadership team					☑ Maths/Sci specialist	
Effectively mobilize wellbeing programs to meet student targeted needs	☑ Assistant principal ☑ KLA leader ☑ Leadership team ☑ Wellbeing team ☑ Year level co-ordinator(s)	from: Term 1 to: Term 3	☑ Planning ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff		☑ On-site