# 2023 Annual Implementation Plan

## for improving student outcomes

North Geelong Secondary College (7856)

Submitted for review by Nick Adamou (School Principal) on 13 February, 2023 at 02:38 PM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 23 February, 2023 at 11:44 AM
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# Self-evaluation summary - 2023

| | 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 | |

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

| Engagement | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school | Embedding |
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| | Activation of student voice and agency, including in leadership and learning, 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 |
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| | 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 2022 academic year in relation to FISO 2.0 is as follows:<br>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.<br>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.<br>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.<br>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.<br>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. |
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| Considerations for 2023 | •        Numeracy and Literacy<br>•        HITS and UBD<br>•        data literacy<br>•        instructional model<br>•        curriculum and assessment<br>•        learner agency<br>•        positive behaviors<br>addressing student mental health issues |
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| Documents that support this plan | |

# Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target<br><br>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| **2023 Priorities Goal**<br>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. | Yes | Support for the 2023 Priorities | Support for the 2023 Priorities |
| Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy. | Yes | NAPLAN<br>By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:<br>• Reading to 18% or above (from 14% in 2019)<br>• Writing to 9% or above (from 6% in 2019)<br>• Numeracy to 20% or above (from 17% in 2019)<br>and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:<br>• Reading to 25% or less (from 30% in 2019)<br>• Writing to 38% or less (from 48% in 2019)<br>• Numeracy to 20% or less (from 24% in 2019)<br>By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be:<br>• Reading: 75% or more At or Above benchmark (from 68% in 2019)<br>• Writing: 18% Above benchmark (from 16% in 2019) | NAPLAN achievement goals have been adjusted with the understanding the there has been a large impact due to COVID and contextual factors.By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:Reading to 11% or above Writing to 9% or above Numeracy to 9% or aboveand reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:Reading to 41% or less Writing to 48% or less Numeracy to 30% or less By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be:Reading: 71% or more At or Above benchmark Writing: 18% Above benchmark |

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| | | VCE and VCAL<br>By 2024:<br>• VCE mean study score will increase from 26.95 to 28.00 or above<br>• VCE English study score will increase from 24.5 to 26.5 or above<br>• Percentage of VCAL students with a senior certificate will increase to 35% (from 31% in 2019) | VCE and VCALBy 2024:VCE mean study score will increase from 26.95 to 28.00 or aboveVCE English study score will increase from 24.5 to 26.5 or above | |
| | | Staff opinion<br>By 2024, the per cent positive endorsement on SSS will be:<br>• Academic emphasis—65% or above (from 33% in 2019)<br>• Understand how to analyse data—60% or above (from 47% in 2019)<br>• Seek feedback to improve practice—60% or above (from 43% in 2019)<br>• Understand formative assessment—60% or above (from 51% in 2019) | By 2024, the per cent positive endorsement on SSS will be:Academic emphasis—65% or above Understand how to analyse data—60% or above Seek feedback to improve practice—60% or above Understand formative assessment—60% or above | |
| Improve learner agency and engagement. | Yes | **Student opinion**<br>By 2024, the overall percent positive score on the AToSS for Years 7–12 will be:<br>• Student voice and agency—65% or above (from 48% in 2019)<br>• Self–regulation and goal setting—70% or above (from 65% in 2019)<br>• Motivation and interest—70% or above (from 63% in 2019)<br>• Stimulated learning—65% or above (from 54% in 2019)<br>By 2024, 85 per cent students will complete the AToSS (from 76 per cent in 2019) | Student voice and agency 45% or above (43% in 2022)Stimulating learning 57% or above (55% in 2022) | |
| | | **Staff opinion**<br>By 2024, the per cent positive endorsement scores on the SSS will be 60 per cent or above for:<br>• Promote student ownership of learning (from 51% in 2019)<br>• Use student feedback to improve practice (from 54% in 2019)<br>• Focus learning on real–life problems (from 44% in 2019) | Promote student ownership of learning, maintain or improve from 67% (66% in 2022)Use student feedback to improve practice, maintain or improve from 66% (66% in 2022) | |

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| | | • Collective efficacy (from 44% in 2019) | |
| | | **Parent opinion**<br>By 2024, the per cent positive endorsement scores on the POS will be 85 per cent or above for:<br>• Student agency and voice (from 82% in 2019)<br>• Student motivation and support (from 76% in 2019)<br>• Stimulating learning environment (from 80% in 2019) | By 2023, the percent endorsement will be at or above 80% for:Student agency and voiceStudent motivation and supportStimulating learning environment |
| Improve student wellbeing. | Yes | **Student opinion**<br>By 2024, the overall percent positive score on the AToSS for Years 7–12 will be:<br>• Resilience—70% or above (from 60% in 2019)<br>• Teacher concern—70% or above (from 40% in 2019)<br>• Respect for diversity—65% or above (from 52% in 2019)<br>• Sense of confidence—70% or above (from 63% in 2019) | By 2023 the percent endorsement will be at or above:Life satisfaction 68% or aboveTeacher concern 60% or aboveRespect for Diversity 60% or above Sense of confidence 58% or above |
| | | **Parent opinion**<br>By 2024, the per cent positive endorsement scores on the POS will be:<br>• Respect for diversity—90% or above (from 88% in 2019)<br>• Confidence and resiliency—85% or above (from 80% in 2019)<br>• Promoting positive behaviour—85% or above (from 83% in 2019) | By 2023 the percent positive endorsement will be at or above:Respect for diversity 88% or aboveConfidence and resiliency 84% or abovePromoting positive behavior 88% or above |
| | | **School Wide Positive Behaviours**<br>By 2024, the annual number of positive behaviour reports will increase by 10 per cent on baseline data to be gathered in 2024.<br>By 2024, the annual number of students suspended will decrease by 10 per cent of the 2019 number (175). | By 2023 the percent positive endorsement will be at or above:Number of positive behavior reports will increase by 10 per cent or above The annual number of students suspended will decrease by 10 per cent of the 2019 number (175). |

| Goal 1 | 2023 Priorities Goal<br>**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-month target** | Support for the 2023 Priorities | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | 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** | 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 4** | **Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.** | |
| **12-month target 4.1-month target** | NAPLAN achievement goals have been adjusted with the understanding the there has been a large impact due to COVID and contextual factors.<br><br>By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:<br><br>Reading to 11% or above<br>Writing to 9% or above<br>Numeracy to 9% or above<br>and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:<br><br>Reading to 41% or less<br>Writing to 48% or less | |

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| | Numeracy to 30% or less<br>By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be:<br><br>Reading: 71% or more At or Above benchmark<br>Writing: 18% Above benchmark |
| **12-month target 4.2-month target** | VCE and VCAL<br><br>By 2024:<br><br>VCE mean study score will increase from 26.95 to 28.00 or above<br>VCE English study score will increase from 24.5 to 26.5 or above |
| **12-month target 4.3-month target** | By 2024, the per cent positive endorsement on SSS will be:<br><br>Academic emphasis—65% or above<br>Understand how to analyse data—60% or above<br>Seek feedback to improve practice—60% or above<br>Understand formative assessment—60% or above |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|---|---|
| **KIS 4.a**<br>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. | Yes |
| **KIS 4.b**<br>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**<br>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. | No |

| KIS 4.d<br>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 | No |
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| 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. | in 2023 staff will consistently embed the college's instruction model. This KIS has been selected due to evidence from 2022 Learning Walks, demonstrating that staff are engaging in the instructional model however consistent implementation was lacking. A staff survey revealed that staff are familiar and aware of the instruction model, however additional support is required for it to become part of standard practice.<br><br>Additionally, KIS 2.A has been selected based on feedback from PLCs, denoting that staff are able to access and understand data however it is not consistently being used to plan for improved students outcomes and differentation.. | |

| Goal 5 | Improve learner agency and engagement. |
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| 12-month target 5.1-month target | Student voice and agency 45% or above (43% in 2022)<br>Stimulating learning 57% or above (55% in 2022) |
| 12-month target 5.2-month target | Promote student ownership of learning, maintain or improve from 67% (66% in 2022)<br>Use student feedback to improve practice, maintain or improve from 66% (66% in 2022) |
| 12-month target 5.3-month target | By 2023, the percent endorsement will be at or above 80% for:<br>Student agency and voice<br>Student motivation and support<br>Stimulating learning environment |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
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| KIS 5.a<br>Positive climate for learning | Develop a learning climate that promotes challenge, engagement, inquiry and curiosity. | No |
| KIS 5.b<br>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 | Develop a whole–school understanding of student voice and learner agency. | Yes |

| Positive climate for learning | | |
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| 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. | Student voice and agency is well structured outside of the classroom and is having great impact on the college. We now need to explore how student voice and influence teaching and learning in the classroom. This will in turn promote engagement in feedback and subsequently improve stimulated learning. Self regulation and student growth are also components that will be explored. | |
| **Goal 6** | **Improve student wellbeing.** | |
| **12-month target 6.1-month target** | By 2023 the percent endorsement will be at or above:<br>Life satisfaction 68% or above<br>Teacher concern  60% or above<br>Respect for Diversity 60% or above<br>Sense of confidence  58% or above | |
| **12-month target 6.2-month target** | By 2023 the percent positive endorsement will be at or above:<br>Respect for diversity 88% or above<br>Confidence and resiliency 84% or above<br>Promoting positive behavior 88% or above | |
| **12-month target 6.3-month target** | By 2023 the percent positive endorsement will be at or above:<br>Number of positive behavior reports will increase by 10 per cent or above<br><br>The annual number of students suspended will decrease by 10 per cent of the 2019 number (175). | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 6.a**<br>Positive climate for learning | Refine and embed the whole–school SWPBS. | Yes |
| **KIS 6.b** | Embed Respectful Relationships into the curriculum. | No |

| Positive climate for learning | | |
|---|---|---|
| **KIS 6.c**<br>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. | The school has chosen this KIS; to refine and embed school wide positive behaviors (SWPBS) to increase student engagement, strengthen staff/students and students/students relationships aiming at improving in student social and emotional wellbeing.  A reduction in student behavior incidents (detentions, suspensions, negative learning behavior entries and relocations). Reduce the number of student average absence days. | |

# Define actions, outcomes, success indicators and activities

| Goal 1 | **2023 Priorities Goal**<br>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 target** | Support for the 2023 Priorities |
| **KIS 1.a**<br>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, with a focus on supporting Year 7 students |
| **Outcomes** | Students in need of targeted Numeracy academic support or intervention will be identified and supported (ACE program)<br>Teachers will plan for differentiation based on student learning Numeracy data<br>Teachers will provide targeted academic support to students through Numeracy goals in IEPs |
| **Success Indicators** | Formative and summative Numeracy assessment rubrics will show student learning growth<br>Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning<br>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| The Curriculum/PD and Maths/Numeracy Leaders with the Years 7 to 10 teams will develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Disability inclusion coordinator<br>☑ Learning specialist(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $60,000.00<br><br>☑ Equity funding will be used |

| | ☑ Numeracy leader | | | |
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| Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Learning specialist(s)<br>☑ Numeracy improvement teacher<br>☑ Numeracy leader | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00<br><br>☑ Equity funding will be used |
| Refresh peer observations with a focus on differentiation in Numeracy lessons | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Numeracy leader<br>☑ Principal | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00<br><br>☑ Equity funding will be used |

| **KIS 1.b**<br>Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
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| **Actions** | Set a strong inclusive school culture through strong leadership |
| **Outcomes** | •        Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion<br>•        Undertake a review of whole school approaches to assuring the Inclusion of all students (Setting Expectations & Promoting Inclusion FISO Tool)<br>•        Undertake a review of all school policies to ensure they use inclusive language and enable and encourage the inclusion of all students and families in the school community |
| **Success Indicators** | •        Establish a clear role well defined disability inclusion team including: PCO, Learning Specialist, DI Leader, DI Team members to support and provide teachers with professional development<br>•        Data collection on Tier 2, students ensuring improved learning outcomes |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br><br>☑ Disability inclusion coordinator | ☐ PLP Priority | from: Term 1 to: Term 2 | $50,000.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
| Undertake a review of whole school approaches to assuring the Inclusion of all students | ☑ Assistant principal<br>☑ Disability inclusion coordinator<br><br>☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 2 | $50,000.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
| **Goal 4** | Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy. | | | |
| **12-month target 4.1 target** | NAPLAN achievement goals have been adjusted with the understanding the there has been a large impact due to COVID and contextual factors.<br><br>By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN:<br><br>Reading to 11% or above<br>Writing to 9% or above<br>Numeracy to 9% or above<br>and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN:<br><br>Reading to 41% or less<br>Writing to 48% or less<br>Numeracy to 30% or less<br>By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be:<br><br>Reading: 71% or more At or Above benchmark<br>Writing: 18% Above benchmark | | | |

| 12-month target 4.2 target | VCE and VCAL<br><br>By 2024:<br><br>VCE mean study score will increase from 26.95 to 28.00 or above<br>VCE English study score will increase from 24.5 to 26.5 or above |
|---|---|
| 12-month target 4.3 target | By 2024, the per cent positive endorsement on SSS will be:<br><br>Academic emphasis—65% or above<br>Understand how to analyse data—60% or above<br>Seek feedback to improve practice—60% or above<br>Understand formative assessment—60% or above |
| **KIS 4.a**<br>Curriculum planning and assessment | 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. |
| **Actions** | To improve NAPLAN achievement and benchmark growth we will use PAT and ODT data to plan differentiation within classes, encouraging all staff to make data based differentiation the focus of their first PLC inquiry cycle. The 2023 Semester 1 Curriculum Day focus will be on differentiation.<br><br>To improve VCE study scores we will encourage students and staff to work  collaboratively to set goals based on available data, ensuring monitoring and continual assessment throughout the year. |
| **Outcomes** | Teachers will we able to complete PLCs looking at differentiation and be able to have professional conversations, articulating what does and does not work for specific and identified cohorts.<br><br>VCE Students and VCE Teachers will have documented and planned goals for achievement to work towards, including SAC and study-score goals, as well as study plans and revision processes. |
| **Success Indicators** | Documentation of PLC cycles denoting differentiation plans.<br><br>VCE students to have individual goal setting and monitoring documentation |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| PLCs and Curriculum Day to focus on differentiation | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Leading teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $100,000.00<br><br>☑ Equity funding will be used<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
| VCE students will work with teachers to have individual data sets available and set goals based on this data. | ☑ All staff<br>☑ Assistant principal<br>☑ Senior secondary leader | ☐ PLP Priority | from: Term 1 to: Term 3 | $50,000.00<br><br>☑ Equity funding will be used |
| Use PAT and ODT data to plan differentiation within classes, ensuring all staff will make data based differentiation the focus of their first PLC inquiry cycle. | ☑ All staff<br>☑ Curriculum co-ordinator (s)<br>☑ KLA leader<br>☑ Learning specialist(s)<br>☑ Literacy leader<br>☑ Numeracy leader | ☐ PLP Priority | from: Term 1 to: Term 2 | $50,000.00<br><br>☑ Equity funding will be used |

| KIS 4.b<br>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. |
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| Actions | New staff members meetings and mentoring on a regular basis to ensure implementation of the NGSC instructional model.<br>Mini and regular PD for all staff on the Instruction Model<br>Provide professional Learning on differentiation, in priority order, to Learning Specialists, Disability inclusion and the rest of the teaching staff |

| Outcomes | All staff using the (NGSC/Hattie's Visible Learning) Instruction Model effectively<br>All staff to consistently implement differentiation as a HITS<br>By the end of the year all teaching staff will be able to implement the differentiation outlined in Individual Educational Plans (IEP) | | | | |
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| Success Indicators | Successful Learning Walks that provide relevant feedback to staff<br>Peer Observations<br>VIT Panel Meetings and/or Mentor Feedback<br>Tier 2 and 3 student IEPs will be implemented by all teachers | | | | |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| New Staff Meetings (mentoring & coaching) | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $10,000.00<br><br>☑ Equity funding will be used |
| PD on instructional model and implementation of HITS | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $100,000.00<br><br>☑ Equity funding will be used |
| Peer observation and professional dialogue | ☑ All staff<br>☑ Curriculum co-ordinator (s)<br>☑ Learning specialist(s)<br>☑ PLC leaders<br>☑ PLT leaders | ☐ PLP Priority | from: Term 1 to: Term 4 | $70,000.00<br><br>☑ Equity funding will be used |
| Provide professional Learning on differentiation, in priority order, to Learning Specialists, Disability inclusion and  the rest of the teaching staff | ☑ Assistant principal<br>☑ Disability inclusion coordinator | ☐ PLP Priority | from: Term 1 to: Term 4 | $30,000.00 |

| | | ☑ Leadership team<br>☑ Learning specialist(s) | | | ☑ Equity funding will be used<br><br>☑ Disability Inclusion Tier 2 Funding will be used |
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| **Goal 5** | Improve learner agency and engagement. |
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| **12-month target 5.1 target** | Student voice and agency 45% or above (43% in 2022)<br>Stimulating learning 57% or above (55% in 2022) |
| **12-month target 5.2 target** | Promote student ownership of learning, maintain or improve from 67% (66% in 2022)<br>Use student feedback to improve practice, maintain or improve from 66% (66% in 2022) |
| **12-month target 5.3 target** | By 2023, the percent endorsement will be at or above 80% for:<br>Student agency and voice<br>Student motivation and support<br>Stimulating learning environment |
| **KIS 5.b**<br>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 of learner agency for staff.<br>Deliver information around learner agency to students (following the staff PL).<br>Develop goal setting/feedback resources.<br>Explore avenues for measuring growth.<br>Surveys to measure student agency and progress with self regulated learning. |
| **Outcomes** | Teachers and students can articulate what agency is and also how to utilise it for changing circumstances in their classroom.<br>Students are starting to set up goals based on feedback in the classroom.<br>KLA store of resources for goal setting, feedback and measuring growth is available. |

| Success Indicators | KLA resource folder.<br>Professional Learning feedback.<br>Learning walk evidence of student agency.<br>Improvement in student perceptions of agency in classroom. |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Professional learning of learner agency for staff. | ☑ All staff<br>☑ Assistant principal<br>☑ Careers leader/team<br>☑ PLC leaders<br>☑ Principal | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | $50,000.00<br><br>☑ Equity funding will be used |
| Deliver information around learner agency to students | ☑ Administration team<br>☑ All staff<br>☑ Assistant principal<br>☑ Homegroup teachers | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $10,000.00 |
| Develop goal setting/feedback resources for teachers to use in their classrooms | ☑ Administration team<br>☑ Assistant principal<br>☑ KLA leader<br>☑ Leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | $15,000.00<br><br>☑ Equity funding will be used |
| **KIS 5.c**<br>Empowering students and building school pride | Develop a whole–school understanding of student voice and learner agency. | | | |

| Actions | Professional learning of learner agency for staff.<br>Deliver information around learner agency to students (following the staff PL)<br>Develop goal setting/feedback resources<br>Promotion of agency achievements<br>Provisions of facilities to local schools at point of need to extend our understanding of community and relate to future student voice<br><br>Continue to develop Be Bold Be Heard Forums and SRC program<br><br>Online suggestion box underneath star tab on Compass to provide broader student voice |
|---|---|
| Outcomes | Teachers and students can articulate what agency is but also how to utilise it for changing circumstances in their classroom.<br>Students are starting to set up goals based on feedback in the classroom<br>A KLA store of resources for goal setting, feedback and measuring growth is available.<br>Use of online suggestion box.<br>Feedback evidence in classes, perceptions of impact.<br>Electronic communication evidence promoting student agency. |
| Success Indicators | Suggestion box evidence<br>BBBH action planning<br>SRC documentation<br>Collection of resources<br>Electronic communications |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Provide a suggestion box for students to enhance student voice an agency | ☑ Assistant principal<br>☑ Respectful relationships implementation team<br>☑ Student(s)<br>☑ Sub school leader/s<br>☑ SWPBS leader/team | ☐ PLP Priority | from: Term 1 to: Term 4 | $1,000.00<br><br>☑ Equity funding will be used |

| Be Bold Be Heard Community of Practice (BBBH) to develop an action plan including a whole school student voice and learner agency | ☑ Assistant principal ☑ School improvement team ☑ School leadership team | ☐ PLP Priority | from: Term 1 to: Term 2 | $5,000.00 |
|---|---|---|---|---|

| **Goal 6** | Improve student wellbeing. | | | |
|---|---|---|---|---|
| **12-month target 6.1 target** | By 2023 the percent endorsement will be at or above: Life satisfaction 68% or above Teacher concern  60% or above Respect for Diversity 60% or above Sense of confidence  58% or above | | | |
| **12-month target 6.2 target** | By 2023 the percent positive endorsement will be at or above: Respect for diversity 88% or above Confidence and resiliency 84% or above Promoting positive behavior 88% or above | | | |
| **12-month target 6.3 target** | By 2023 the percent positive endorsement will be at or above: Number of positive behavior reports will increase by 10 per cent or above  The annual number of students suspended will decrease by 10 per cent of the 2019 number (175). | | | |
| **KIS 6.a** Health and wellbeing | Refine and embed the whole–school SWPBS. | | | |
| **Actions** | Build Teacher capacity through whole school Berry Street Training for all staff (Strategies to support student engagement (disadvantaged and trauma background students) Develop Berry st strategies/resources that teachers can utilize in the classroom Promote within the school targeted reductions and successes. Become accredited for Blue or Bronze award levels for SWPBS | | | |
| **Outcomes** | Change in approach by teaching and classroom support staff in dealing with disengaged and challenging behavior students Improvement in student engagement (reduction in absenteeism) Increase in green positive student Compass entries Reduction in number of student suspended | | | |

| | Parent opinion survey indicator; Promoting Positive behavior to remain above state mean |
|---|---|
| **Success Indicators** | Reduction of negative behavior entries by 10%<br>Increase in student attendance by 10%<br>Increase in green positive behavior entries by 10%<br>Reduce student suspension overall numbers and individuals by 15%<br>POS Promoting positive behavior  at or above the 2022 result of 87% |

| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| Berry Street Training | ☑ Administration team<br>☑ All staff<br>☑ Principal | ☑ PLP Priority | from: Term 1 to: Term 4 | $200,000.00<br><br>☑ Equity funding will be used |
| Accredited for Blue or Bronze award levels for SWPBS | ☑ Administration team<br>☑ Assistant principal<br>☑ Leadership team | ☐ PLP Priority | from: Term 1 to: Term 4 | $70,000.00<br><br>☑ Equity funding will be used<br><br>☑ 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 | $1,758,705.45 | $1,760,000.00 | -$1,294.55 |
| Disability Inclusion Tier 2 Funding | $452,465.12 | $450,000.00 | $2,465.12 |
| Schools Mental Health Fund and Menu | $109,457.71 | $109,457.00 | $0.71 |
| **Total** | $2,320,628.28 | $2,319,457.00 | $1,171.28 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| The Curriculum/PD and Maths/Numeracy Leaders with the Years 7 to 10 teams will develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs | $60,000.00 |
| Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar | $50,000.00 |
| Refresh peer observations with a focus on differentiation in Numeracy lessons | $50,000.00 |
| Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion | $50,000.00 |

| | |
|---|---|
| Undertake a review of whole school approaches to assuring the Inclusion of all students | $50,000.00 |
| PLCs and Curriculum Day to focus on differentiation | $100,000.00 |
| VCE students will work with teachers to have individual data sets available and set goals based on this data. | $50,000.00 |
| Use PAT and ODT data to plan differentiation within classes, ensuring all staff will make data based differentiation the focus of their first PLC inquiry cycle. | $50,000.00 |
| New Staff Meetings (mentoring & coaching) | $10,000.00 |
| PD on instructional model and implementation of HITS | $100,000.00 |
| Peer observation and professional dialogue | $70,000.00 |
| Provide professional Learning on differentiation, in priority order, to Learning Specialists, Disability inclusion and the rest of the teaching staff | $30,000.00 |
| Professional learning of learner agency for staff. | $50,000.00 |
| Develop goal setting/feedback resources for teachers to use in their classrooms | $15,000.00 |
| Provide a suggestion box for students to enhance student voice an agency | $1,000.00 |
| Berry Street Training | $200,000.00 |
| Accredited for Blue or Bronze award levels for SWPBS | $70,000.00 |
| **Totals** | $1,006,000.00 |

# Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| The Curriculum/PD and Maths/Numeracy Leaders with the Years 7 to 10 teams will develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs | from: Term 1 to: Term 4 | $60,000.00 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br>☑ CRT<br>☑ Support services |
| Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar | from: Term 1 to: Term 4 | $30,000.00 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br>☑ CRT |
| Refresh peer observations with a focus on differentiation in Numeracy lessons | from: Term 1 to: Term 4 | $20,000.00 | ☑ School-based staffing<br>☑ Professional development (excluding CRT costs and new FTE)<br>☑ CRT |
| PLCs and Curriculum Day to focus on differentiation | from: Term 1 to: Term 4 | $50,000.00 | ☑ School-based staffing |
| VCE students will work with teachers to have individual data sets available and set goals based on this data. | from: Term 1 to: Term 3 | $50,000.00 | ☑ School-based staffing<br>☑ CRT |
| Use PAT and ODT data to plan differentiation within classes, ensuring all staff will make data based differentiation the focus of their first PLC inquiry cycle. | from: Term 1 to: Term 2 | $50,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| New Staff Meetings (mentoring & coaching) | from: Term 1 | $10,000.00 | ☑ School-based staffing |

| | to:<br>Term 4 | | ☑ Teaching and learning programs and resources<br>☑ CRT |
|---|---|---|---|
| PD on instructional model and implementation of HITS | from:<br>Term 1<br>to:<br>Term 4 | $100,000.00 | ☑ Teaching and learning programs and resources<br>☑ CRT |
| Peer observation and professional dialogue | from:<br>Term 1<br>to:<br>Term 4 | $70,000.00 | ☑ School-based staffing<br>☑ CRT |
| Provide professional Learning on differentiation, in priority order, to Learning Specialists, Disability inclusion and the rest of the teaching staff | from:<br>Term 1<br>to:<br>Term 4 | $30,000.00 | ☑ School-based staffing |
| Professional learning of learner agency for staff. | from:<br>Term 1<br>to:<br>Term 3 | $50,000.00 | ☑ School-based staffing |
| Develop goal setting/feedback resources for teachers to use in their classrooms | from:<br>Term 1<br>to:<br>Term 2 | $50,000.00 | ☑ Teaching and learning programs and resources |
| Provide a suggestion box for students to enhance student voice an agency | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00 | ☑ Teaching and learning programs and resources |
| Berry Street Training | from:<br>Term 1<br>to:<br>Term 4 | $200,000.00 | ☑ School-based staffing<br>☑ Teaching and learning programs and resources<br>☑ Professional development (excluding CRT costs and new FTE) |

| | | | ☑ CRT |
| | | | ☑ Support services |
| | | | ☑ Other |
| | | | Berry Street Training Team |
| Accredited for Blue or Bronze award levels for SWPBS | from: Term 1 to: Term 4 | $70,000.00 | ☑ Teaching and learning programs and resources<br>☑ Support services |
| **Totals** | | **$890,000.00** | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Establish a whole school plan to communicate and develop staff and parent understanding of Disability Inclusion | from: Term 1 to: Term 2 | $30,000.00 | ☑ Professional learning for school-based staff<br><br>•<br><br>☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• Learning specialist<br><br>☑ CRT<br><br>• CRT (to attend school planning) |

| | | | |
|---|---|---|---|
| Undertake a review of whole school approaches to assuring the Inclusion of all students | from:<br>Term 1<br>to:<br>Term 2 | $50,000.00 | ☑ Professional learning for school-based staff<br><br>   •  Teachers<br><br>☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>   •<br><br>☑ Teaching and learning programs and resources<br><br>   • |
| PLCs and Curriculum Day to focus on differentiation | from:<br>Term 1<br>to:<br>Term 4 | $50,000.00 | ☑ Professional learning for school-based staff<br><br>   • |
| Provide professional Learning on differentiation, in priority order, to Learning Specialists, Disability inclusion and the rest of the teaching staff | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | $130,000.00 | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Accredited for Blue or Bronze award levels for SWPBS | from:<br>Term 1<br>to:<br>Term 4 | $19,457.00 | |

| Totals | | $19,457.00 | |
|--------|--|------------|--|

## Additional funding planner – Total Budget

| Activities and milestones | Budget |
|---------------------------|--------|
| employment of school nurse | $60,000.00 |
| employment of 3 x Sub-School Assistants (ES1.2) | $180,000.00 |
| ACE numeracy and literacy program x 4 | $240,000.00 |
| Language Assistants (German and Japanese) | $100,000.00 |
| Mental Health Practitioner | $80,000.00 |
| Disability Inclusion Support staff (ES1.2) | $440,000.00 |
| Provide small VCE classes (Physics, Specialist Maths, Literature, IT) | $120,000.00 |
| Year 7 class size to be around 22 students pet Home Group (extra HG) | $150,000.00 |
| **Totals** | **$1,370,000.00** |

## Additional funding planner – Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---------------------------|------|-----------------------|----------|
| employment of school nurse | to: Term 4 | $60,000.00 | ☑ School-based staffing |
| employment of 3 x Sub-School Assistants (ES1.2) | from: Term 1 | $180,000.00 | ☑ School-based staffing |

| | to: Term 4 | | |
|---|---|---|---|
| ACE numeracy and literacy program x 4 | from: Term 1 to: Term 4 | $240,000.00 | ☑ School-based staffing |
| Language Assistants (German and Japanese) | from: Term 1 to: Term 4 | $120,000.00 | ☑ School-based staffing |
| Mental Health Practitioner | from: Term 1 to: Term 4 | | |
| Disability Inclusion Support staff (ES1.2) | from: Term 1 to: Term 4 | | |
| Provide small VCE classes (Physics, Specialist Maths, Literature, IT) | from: Term 1 to: Term 4 | $120,000.00 | ☑ School-based staffing |
| Year 7 class size to be around 22 students pet Home Group (extra HG) | from: Term 1 to: Term 4 | $150,000.00 | ☑ School-based staffing |
| **Totals** | | **$870,000.00** | |

Additional funding planner – Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| employment of school nurse | to:<br>Term 4 | | |
| employment of 3 x Sub-School Assistants (ES1.2) | from:<br>Term 1<br>to:<br>Term 4 | | |
| ACE numeracy and literacy program x 4 | from:<br>Term 1<br>to:<br>Term 4 | | |
| Language Assistants (German and Japanese) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Mental Health Practitioner | from:<br>Term 1<br>to:<br>Term 4 | | |
| Disability Inclusion Support staff (ES1.2) | from:<br>Term 1<br>to:<br>Term 4 | $320,000.00 | ☑ Teaching and learning programs and resources<br><br>• |
| Provide small VCE classes (Physics, Specialist Maths, Literature, IT) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Year 7 class size to be around 22 students pet Home Group (extra HG) | from:<br>Term 1<br>to:<br>Term 4 | | |

| | | | |
|---|---|---|---|
| **Totals** | | $320,000.00 | |

## Additional funding planner – Schools Mental Health Fund and Menu

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| employment of school nurse | to:<br>Term 4 | | |
| employment of 3 x Sub-School Assistants (ES1.2) | from:<br>Term 1<br>to:<br>Term 4 | | |
| ACE numeracy and literacy program x 4 | from:<br>Term 1<br>to:<br>Term 4 | | |
| Language Assistants (German and Japanese) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Mental Health Practitioner | from:<br>Term 1<br>to:<br>Term 4 | $90,000.00 | |
| Disability Inclusion Support staff (ES1.2) | from:<br>Term 1<br>to:<br>Term 4 | | |
| Provide small VCE classes (Physics, Specialist Maths, Literature, IT) | from:<br>Term 1 | | |

| | to:<br>Term 4 | | |
|---|---|---|---|
| Year 7 class size to be around 22 students pet Home Group (extra HG) | from:<br>Term 1<br>to:<br>Term 4 | | |
| **Totals** | | $90,000.00 | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| The Curriculum/PD and Maths/Numeracy Leaders with the Years 7 to 10 teams will develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Disability inclusion coordinator<br>☑ Learning specialist(s)<br>☑ Numeracy leader | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Moderated assessment of student learning | ☑ Professional practice day<br>☑ Formal school meeting / internal professional learning sessions<br>☑ Communities of practice | ☑ Internal staff<br>☑ Learning specialist | ☑ On-site |
| Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar | ☑ Assistant principal<br>☑ Curriculum co-ordinator (s)<br>☑ Learning specialist(s)<br>☑ Numeracy improvement teacher<br>☑ Numeracy leader | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Collaborative inquiry/action research team<br>☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions<br>☑ Timetabled planning day | ☑ Internal staff<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| New Staff Meetings (mentoring & coaching) | ☑ Assistant principal ☑ Curriculum co-ordinator (s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model | ☑ On-site |
| PD on instructional model and implementation of HITS | ☑ Assistant principal ☑ Curriculum co-ordinator (s) | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection | ☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff ☑ Learning specialist ☑ Pedagogical Model | ☑ On-site |
| Professional learning of learner agency for staff. | ☑ All staff ☑ Assistant principal ☑ Careers leader/team ☑ PLC leaders ☑ Principal | from: Term 1 to: Term 3 | ☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team | ☑ Formal school meeting / internal professional learning sessions ☑ Communities of practice | ☑ Internal staff ☑ Departmental resources Community of Practice regional collaboration, including most of the public high schools in Geelong | ☑ On-site |
| Berry Street Training | ☑ Administration team ☑ All staff | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Student voice, including input and feedback | ☑ Whole school pupil free day ☑ Timetabled planning day | ☑ External consultants Berry Street Consultants | ☑ On-site |

| | ☑ Principal | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |