

2023 Annual Implementation Plan

for improving student outcomes

Greensborough Secondary College (8750)



Submitted for review by Pauline Barker (School Principal) on 25 December, 2022 at 12:49 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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		We have made significant progress in our school improvement journey. The relentless focus on documenting curriculum in our domain teams, collaborating around student data and learning in our professional learning communities and embedding School Wide Positive Behaviour Support and Respectful Relationships has seen positive outcomes in achievement and wellbeing data.

Considerations for 2023	<p>Whole school approach to numeracy and writing. Continue tutoring support for students in Years 7-10 English and Maths Implement continuous reporting Embark on the Development Rubrics journey via the successful grant from Smart Giving. Implement Berry Street Education Model to wrap around the SWPBS and RR. Continue to support students wellbeing and learning through the delivery of programs and increased resources in the Wellbeing Space.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal
</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To challenge all students to achieve learning growth and outcomes in literacy and numeracy
Target 2.1	<p>By 2022 relative growth will be at or above state benchmarks for Reading and Numeracy</p> <p>Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN.</p> <p>Improve medium relative growth for reading from 42.6% to the state benchmark of 50% as measured by NAPLAN.</p> <p>Continue to improve high relative growth for numeracy from 23.1% to 30% above state benchmark as measured by NAPLAN.</p>

Target 2.2	<p>In 2019 state benchmark for Year 9 students in the top 2 bands for Numeracy was 22.3%. At Greensborough College Year 9 students in the top 2 bands was 21%. By 2022, 25 percent of Year 9 students will be in the top two bands in Numeracy.</p> <p>In 2019 state benchmark data for Year 9 students in the top 2 bands for Reading was 21.4%. At Greensborough College Year 9 students in the top 2 bands for reading was 20.3%. By 2022 25 percent of Year 9 students will be in the top two bands in Reading.</p>
Target 2.3	<p>In 2018 state benchmark for VCE Study Score mean was 28.86. The school mean was 26.91. By 2022 the overall school VCE Study Score Mean will be 29.</p> <p>In 2018 state benchmark for VCE English mean score was 28.26. The school mean was 24.03. By 2022, the VCE English mean study score will be 28.</p>
Target 2.4	<p>By 2022, VCAL completion rates will increase to 95 percent above state benchmark.</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Embed the practice of data collection, analysis and evaluation of student learning growth over time</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities</p>

Key Improvement Strategy 2.c Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches
Key Improvement Strategy 2.d Building practice excellence	Action Plan to accelerate improvement
Goal 3	Improve student engagement and connectedness to school and peers
Target 3.1	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of School engagement and Learner characteristics and disposition parent factors</p> <p>Social engagement</p> <ul style="list-style-type: none"> • School staged transition (Year 10-12) from 81 percent (2018) to 95 percent (2022) • School staged transition (Year 7 and new students) 84.4 percent (2018) to 95 percent (2022) • Sense of connectedness from 71 percent (2018) to 90 percent (2022) • Student voice and agency from 86.3 percent (2018) to 95 percent (2022) <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> • Attitudes to attendance from 59.5 percent (2018) to 80 percent (2022) • Motivation and interest from 73.2 percent (2018) to 85 percent (2022) • Resilience from 81.9 percent (2018) to 95 percent (2022) • Self-regulation and goal setting from 76.6 percent (2018) to 80 percent (2022) • Sense of confidence from 81.9 percent (2018) to 95 percent (2022)
Target 3.2	<p>Staff Opinion Survey – by 2022, improve participation and positive endorsement of the School climate domain</p> <p>School climate</p>

	<ul style="list-style-type: none"> • Collective efficacy from 42.2 percent (2018) to 65 percent (2022) • Collective responsibility from 57.8 percent (2018) to 65 percent (2022) • Academic emphasis from 32.2 percent (2018) to 55 percent (2022) • Trust in students and parents from 38.2 percent (2018) to 55 percent (2022) • Staff trust in colleagues from 53.7 percent (2018) to 65 percent (2022) • Teacher collaboration from 29.8 percent (2018) to 65 percent (2022)
Target 3.3	<p>Parent Opinion Survey - by 2022, improve participation and positive endorsement of Connection and progression and Student cognitive engagement domains.</p> <p>Connection and progression</p> <ul style="list-style-type: none"> • School connectedness from 76 percent (2018) to 90 percent (2022) • Positive transitions from 61 percent (2018) to 85 percent (2022). <p>Student cognitive engagement</p> <ul style="list-style-type: none"> • High expectations for success from 89 percent (2018) to 95 percent (2022) • Student motivation and support from 63 percent (2018) to 80 percent (2022) • Stimulating learning environment from 71 percent (2018) to 85 percent (2022) • Effective teaching from 71 percent (2018) to 85 percent (2022)
Key Improvement Strategy 3.a Empowering students and building school pride	Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement
Key Improvement Strategy 3.b	Build school pride and connectedness

Empowering students and building school pride	
Key Improvement Strategy 3.c Health and wellbeing	Embed a whole school approach to health, wellbeing, inclusion and engagement
Goal 4	To improve student engagement in learning
Target 4.1	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of Effective teaching practices for cognitive engagement and teacher-student relationships parent factors</p> <p>Effective teaching practices for cognitive engagement</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 77.9 percent (2018) to 85 percent (2022) • Effective classroom behavior from 87.5 percent (2018) to 80 percent (2022) • Effective teaching time from 86 percent (2018) to 95 percent (2022) • Stimulating Learning from 67.9 percent to 80 percent (2022) <p>Teacher-student relations</p> <ul style="list-style-type: none"> • Effort from 76 percent (2018) to 85 percent (2022) • High expectations for success from 67.9 percent (2018) to 80 percent (2022) • Teacher concern from 92.1 percent (2018) to 95 percent (2022)
Target 4.2	Attendance – By 2022, student absences days per full time equivalent will decrease to 19 days Year 7 to Year 12
Key Improvement Strategy 4.a Building leadership teams	School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes

Key Improvement Strategy 4.b Instructional and shared leadership	School-based professional learning program developed and implemented that supports the school's identified improvement strategies
Key Improvement Strategy 4.c Building leadership teams	Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal</p> <p>In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2024, increase the school-wide positive endorsement of the AtoSS factor School connectedness Girls up to 45% Boys 65%</p> <p>By 2024, increase the positive endorsement of the AtoSS factor 'Respect for diversity' for girls 50% and boys 65%?</p> <p>By 2024, decrease the number of students with 30+ days absent</p>
To challenge all students to achieve learning growth and outcomes in literacy and numeracy	No	<p>By 2022 relative growth will be at or above state benchmarks for Reading and Numeracy</p> <p>Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN.</p> <p>Improve medium relative growth for reading from 42.6% to the state benchmark of 50% as measured by NAPLAN.</p>	

		Continue to improve high relative growth for numeracy from 23.1% to 30% above state benchmark as measured by NAPLAN.	
		<p>In 2019 state benchmark for Year 9 students in the top 2 bands for Numeracy was 22.3%. At Greensborough College Year 9 students in the top 2 bands was 21%. By 2022, 25 percent of Year 9 students will be in the top two bands in Numeracy.</p> <p>In 2019 state benchmark data for Year 9 students in the top 2 bands for Reading was 21.4%. At Greensborough College Year 9 students in the top 2 bands for reading was 20.3%. By 2022 25 percent of Year 9 students will be in the top two bands in Reading.</p>	
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		By 2022, VCAL completion rates will increase to 95 percent above state benchmark.	
Improve student engagement and connectedness to school and peers	No	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of School engagement and Learner characteristics and disposition parent factors</p> <p>Social engagement</p> <ul style="list-style-type: none"> • School staged transition (Year 10-12) from 81 percent (2018) to 95 percent (2022) • School staged transition (Year 7 and new students) 84.4 percent (2018) to 95 percent (2022) • Sense of connectedness from 71 percent (2018) to 90 percent (2022) • Student voice and agency from 86.3 percent (2018) to 95 percent (2022) <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> • Attitudes to attendance from 59.5 percent (2018) to 80 percent (2022) • Motivation and interest from 73.2 percent (2018) to 85 percent (2022) • Resilience from 81.9 percent (2018) to 95 percent (2022) • Self-regulation and goal setting from 76.6 percent (2018) to 80 percent (2022) • Sense of confidence from 81.9 percent (2018) to 95 percent (2022) 	

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To improve student engagement in learning	No	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of Effective teaching practices for cognitive engagement and teacher-student relationships parent factors</p> <p>Effective teaching practices for cognitive engagement</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 77.9 percent (2018) to 85 percent (2022) • Effective classroom behavior from 87.5 percent (2018) to 80 percent (2022) • Effective teaching time from 86 percent (2018) to 95 percent (2022) • Stimulating Learning from 67.9 percent to 80 percent (2022) <p>Teacher-student relations</p> <ul style="list-style-type: none"> • Effort from 76 percent (2018) to 85 percent (2022) • High expectations for success from 67.9 percent (2018) to 80 percent (2022) • Teacher concern from 92.1 percent (2018) to 95 percent (2022) 	

		Attendance – By 2022, student absences days per full time equivalent will decrease to 19 days Year 7 to Year 12	
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Goal 1	2023 Priorities Goal
 In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.		
12 Month Target 1.1	By 2024, increase the school-wide positive endorsement of the AtoSS factor School connectedness Girls up to 45% Boys 65% By 2024, increase the positive endorsement of the AtoSS factor 'Respect for diversity' for girls 50% and boys 65% By 2024, decrease the number of students with 30+ days absent		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy		Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable		Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Due to the school going into a review in 2023 term 1 the AIP will focus on the AIP priorities. A strategic plan will be developed in term 2. Subsequently a new AIP will be developed. These are also relevant to the work underway in wellbeing and learning.		

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	By 2024, increase the school-wide positive endorsement of the AtoSS factor School connectedness Girls up to 45% Boys 65% By 2024, increase the positive endorsement of the AtoSS factor 'Respect for diversity' for girls 50% and boys 65%? By 2024, decrease the number of students with 30+ days absent
KIS 1 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 teacher and tutor capacity in modifying and differentiating in-class instruction and assessment in order to identify and meet students' individual learning needs in writing through PLCs Build Maths' teacher and tutor capacity in modifying and differentiating in-class instruction and assessment in Numeracy in order to identify and meet students' individual learning needs for Year 9. Engage staff to be actively involved in working with students to achieve goals and assess against goals set in their IEPs.
Outcomes	<ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • Students will know what the next steps are to progress their learning • Teachers and tutors' capacity in data literacy will be improved • Teachers will identify student learning needs based on diagnostic assessment data • Teachers and tutors will plan for differentiation based on student learning data • Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments • Teachers and tutors will provide targeted academic support to students through goals in IEPs • Teachers will routinely implement, monitor, review and assess against IEPs. • Teachers and tutors will co-construct modified tasks and differentiation resources and document them. • Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional

	<p>Learning</p> <ul style="list-style-type: none"> • Leaders will support teaching staff to revise current Number and Algebra Units • Leaders will support teaching staff to identify writing needs in their subjects 			
Success Indicators	<p>Early indicators:</p> <p>Curriculum documentation will show plans for differentiation Formative and summative assessment rubrics will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators:</p> <p>Victorian Curriculum judgements will show increased learning growth The percentage of students in the top two NAPLAN bands for Numeracy and Writing will increase SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a school wide Writing and Numeracy strategy (2 periods time allowance for Literacy and 2 periods time allowance for numeracy leaders)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>

Review the assessment schedule and whole school data plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop data walls and data literacy of teachers to inform understanding of student needs and identify students requiring additional support	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build staff capacity to understand, co-develop and implement IEPs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan whole school professional learning in evidence-based approaches to supporting students' individual learning needs (including in Writing and Numeracy)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review PLC inquiry cycle approach with staff and begin with a focus on pre and post unit assessment tasks (including in Writing and Numeracy) and embed time in PLC for moderation of student work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Organise Peer Observations and Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation (including in Writing and Numeracy)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise surveys for students to gather feedback on their experiences of assessment and differentiation (including in Writing and Numeracy) 2 periods time allowance for Literacy Learning Leader	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Strengthen school-wide approach to communication with parents/carers for teachers to provide regular updates on student learning programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

	<input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise start-of-the-year and end-of-term focus groups with students and parents to gather feedback on goal-setting, assessment, rubrics and continuous feedback	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule first PLC showcase in Semester 2 and incorporate learnings into plans for school improvement	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement a multi-tiered response model based on our SWPBS by explicitly teaching model through matrix and language. Embed Respectful Relationships into the school culture through explicitly teaching Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health Introduce Berry Street Education model to staff through PD. Term 1 Domain 1 - Body. Term 3 Domain 2 - Relationship. Increased staff capacity in Well-Being with a Youth worker			
Outcomes	Teachers will be able to recognise, respond to and refer students' mental health needs Teachers will explicitly teach SWPBS and RR to students Middle leaders will be able to recognise, respond to and refer mental health emergencies Leaders will support teachers by planning curriculum that meets the needs of RR Leaders will support the continuous development, documentation and revision of the SWPBS model and RR? Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing team will directly support students' mental health and/or provide referrals Students will be able to explain what positive mental health means and know where they can seek support at school Students will report improved mental health with focus groups and student voice such as the AtoSS Students will be able to understand and use the SWPBS matrix and display RR in class, the yard, excursions and general community			
Success Indicators	Early indicators: Policies and programs will be developing and modified to show documentation of multi-tiered response model (SWPBS) Curriculum documentation will show plans for SWPBS Notes from learning walks and peer observation will show how staff are embedding SWPBS Late indicators: AToSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Sub-School Pedagogy PL SWPBS handbook Connect Classes 7-9 VM-VCAL YLL conversations with students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Embedding RR into Connect Rainbow Space Extra Curricular Days (RUOK,ETC) Working with Well-being team to embed programs Positive Climate for Learning School Improvement Team Learning Leader role - 2 periods time allowance (\$10,000 equity funding)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduce Berry Street Education model to staff through PD. Term 1 Domain 1 - Body. Term 3 Domain 2 - Relationship.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$12,000.00

This will occur in term 1 with whole school PD (leadership were trained in 2022 to become champions)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Two Student Voice forums each term. AtoSS Student voice drop box in junior school Thank you box for students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Leadership Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
ES will monitor attendance data in consultation with SEWLS (0.25 of ES staffing at ES1-2) a tiered approach to attendance Letters and meetings Data review and analysis	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,235.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Well-being team increased with youth worker to build the capacity and team to embed strategies for students to learn the promotion of wellbeing and positive mental health.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$14,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$0.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop a school wide Writing and Numeracy strategy (2 periods time allowance for Literacy and 2 periods time allowance for numeracy leaders)	\$20,000.00
Review the assessment schedule and whole school data plan	\$1,000.00
Develop data walls and data literacy of teachers to inform understanding of student needs and identify students requiring additional support	\$1,000.00
Build staff capacity to understand, co-develop and implement IEPs	\$1,000.00
Plan whole school professional learning in evidence-based approaches to supporting students' individual learning needs (including in Writing and Numeracy)	\$5,000.00

Organise Peer Observations and Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation (including in Writing and Numeracy)	\$1,000.00
Organise surveys for students to gather feedback on their experiences of assessment and differentiation (including in Writing and Numeracy) 2 periods time allowance for Literacy Learning Leader	\$10,000.00
Strengthen school-wide approach to communication with parents/carers for teachers to provide regular updates on student learning programs	\$500.00
Organise start-of-the-year and end-of-term focus groups with students and parents to gather feedback on goal-setting, assessment, rubrics and continuous feedback	\$500.00
Schedule first PLC showcase in Semester 2 and incorporate learnings into plans for school improvement	\$500.00
Sub-School Pedagogy PL SWPBS handbook Connect Classes 7-9 VM-VCAL YLL conversations with students	\$1,000.00
Embedding RR into Connect Rainbow Space Extra Curricular Days (RUOK,ETC) Working with Well-being team to embed programs Positive Climate for Learning School Improvement Team Learning Leader role - 2 periods time allowance (\$10,000 equity funding)	\$10,000.00
Introduce Berry Street Education model to staff through PD. Term 1 Domain 1 - Body. Term 3 Domain 2 - Relationship. This will occur in term 1 with whole school PD (leadership were trained in 2022 to become champions)	\$12,000.00

Two Student Voice forums each term. AtoSS Student voice drop box in junior school Thank you box for students	\$500.00
ES will monitor attendance data in consultation with SEWLS (0.25 of ES staffing at ES1-2) a tiered approach to attendance Letters and meetings Data review and analysis	\$17,235.00
Well-being team increased with youth worker to build the capacity and team to embed strategies for students to learn the promotion of wellbeing and positive mental health.	\$14,500.00
Totals	\$95,735.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop a school wide Writing and Numeracy strategy (2 periods time allowance for Literacy and 2 periods time allowance for numeracy leaders)	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Review the assessment schedule and whole school data plan	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Develop data walls and data literacy of teachers to inform	from: Term 1	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

understanding of student needs and identify students requiring additional support	to: Term 4		✔ CRT
Build staff capacity to understand, co-develop and implement IEPs	from: Term 1 to: Term 4	\$1,000.00	✔ Professional development (excluding CRT costs and new FTE)
Plan whole school professional learning in evidence-based approaches to supporting students' individual learning needs (including in Writing and Numeracy)	from: Term 1 to: Term 4	\$5,000.00	✔ School-based staffing ✔ Professional development (excluding CRT costs and new FTE) ✔ CRT
Organise Peer Observations and Learning Walks to observe staff practice and collect data on student experiences of assessment and differentiation (including in Writing and Numeracy)	from: Term 1 to: Term 3	\$1,000.00	✔ CRT
Organise surveys for students to gather feedback on their experiences of assessment and differentiation (including in Writing and Numeracy) 2 periods time allowance for Literacy Learning Leader	from: Term 1 to: Term 3	\$10,000.00	✔ School-based staffing
Strengthen school-wide approach to communication with parents/carers for teachers to provide regular updates on student learning programs	from: Term 1 to: Term 4	\$500.00	✔ Teaching and learning programs and resources
Organise start-of-the-year and end-of-term focus groups with students and parents to gather feedback on goal-setting, assessment, rubrics and continuous feedback	from: Term 1 to: Term 4	\$500.00	✔ Teaching and learning programs and resources

Schedule first PLC showcase in Semester 2 and incorporate learnings into plans for school improvement	from: Term 3 to: Term 4	\$500.00	✓ Teaching and learning programs and resources
Sub-School Pedagogy PL SWPBS handbook Connect Classes 7-9 VM-VCAL YLL conversations with students	from: Term 1 to: Term 4	\$1,000.00	✓ CRT
Embedding RR into Connect Rainbow Space Extra Curricular Days (RUOK,ETC) Working with Well-being team to embed programs Positive Climate for Learning School Improvement Team Learning Leader role - 2 periods time allowance (\$10,000 equity funding)	from: Term 1 to: Term 4		
Two Student Voice forums each term. AtoSS Student voice drop box in junior school Thank you box for students	from: Term 1 to: Term 4	\$500.00	✓ Teaching and learning programs and resources
ES will monitor attendance data in consultation with SEWLS (0.25 of ES staffing at ES1-2) a tiered approach to attendance Letters and meetings Data review and analysis	from: Term 1 to: Term 4	\$17,235.00	✓ School-based staffing ✓ Teaching and learning programs and resources ✓ Professional development (excluding CRT costs and new FTE)

Well-being team increased with youth worker to build the capacity and team to embed strategies for students to learn the promotion of wellbeing and positive mental health.	from: Term 1 to: Term 4		
Totals			

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Sub-School Pedagogy PL SWPBS handbook Connect Classes 7-9 VM-VCAL YLL conversations with students	from: Term 1 to: Term 4		
Embedding RR into Connect Rainbow Space Extra Curricular Days (RUOK,ETC) Working with Well-being team to embed programs Positive Climate for Learning School Improvement Team Learning Leader role - 2 periods time allowance (\$10,000 equity	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives

funding)			
Introduce Berry Street Education model to staff through PD. Term 1 Domain 1 - Body. Term 3 Domain 2 - Relationship. This will occur in term 1 with whole school PD (leadership were trained in 2022 to become champions)	from: Term 1 to: Term 4	\$12,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Two Student Voice forums each term. AtoSS Student voice drop box in junior school Thank you box for students	from: Term 1 to: Term 4		
Well-being team increased with youth worker to build the capacity and team to embed strategies for students to learn the promotion of wellbeing and positive mental health.	from: Term 1 to: Term 4	\$14,500.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Totals			

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 and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a school wide Writing and Numeracy strategy (2 periods time allowance for Literacy and 2 periods time allowance for numeracy leaders)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Review the assessment schedule and whole school data plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Develop data walls and data literacy of teachers to inform understanding of student needs and identify students requiring additional support	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Build staff capacity to understand, co-develop and implement IEPs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Sub-School Pedagogy PL SWPBS handbook Connect Classes 7-9 VM-VCAL YLL conversations with students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce Berry Street Education model to staff through PD. Term 1 Domain 1 - Body. Term 3 Domain 2 - Relationship. This will occur in term 1 with whole school PD (leadership were trained in 2022 to become champions)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants BSEM to train staff	<input checked="" type="checkbox"/> On-site
Two Student Voice forums each term. AtoSS Student voice drop box in junior school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Thank you box for students	<input checked="" type="checkbox"/> Student Leadership Coordinator					
ES will monitor attendance data in consultation with SEWLS (0.25 of ES staffing at ES1-2) a tiered approach to attendance Letters and meetings Data review and analysis	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Well-being team increased with youth worker to build the capacity and team to embed strategies for students to learn the promotion of wellbeing and positive mental health.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site