2024 Annual Implementation Plan

for improving student outcomes

Glen Waverley Secondary College (8808)

Submitted for review by Chris Knight (School Principal) on 22 December, 2023 at 03:45 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	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
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.	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
	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
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	We are making solid progress toward many of the strategic plan goals and targets. Some of the 4-year goals and targets have been met; now we will be aiming to maintain at the level achieved and in some cases reassess and set higher goals and targets. Goals related to NAPLAN have to be reassessed inline with the new proficiency levels. VCE goals and targets continue to remain stable. We have effectively implemented majority of the KIS; which has had a positive impact on the students learning and wellbeing. There were some strategies that we not able to be implemented, some due to changes in leadership, staffing shortages and some still connected to impacts of Covid. The school has had a great emphasis on differentiation this year with a specific focus on high abilities. This has seen some

	great gains with student learning and engagement and will continue to be a focus in 2024; where the Numeracy enrichment program will expand from year 8 and to include year 7 and year 9. There has also been some positive outcomes related to Student Voice and Agency. Plans have been developed and this will be a focus in 2024. KIS will continue to be expanded into 2024. The school will also have an emphasis of 'supporting a culture of high expectations' with a particular focus on the school value 'Respect'.
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 The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.	No	Support for the priorities	
Maximise the achievement and learning growth of every student, particularly in numeracy and literacy.	Yes	By 2026, increase the percentage of Year 9 students assessed as meeting or above benchmark growth in NAPLAN: • Reading from 87% (2021) to 90% • Writing from 87% (2021) to 90% • Numeracy from 78% (2021) to 85%	Percentage of Year 9 students assessed as Exceeding or Strong in NAPLAN:Reading: 82%Writing: 82%Numeracy: 85%Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Reading: 85%Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Numeracy: 85%
		By 2026, increase the VCE All Study score mean from 31.73 (2021) to 33	VCE all Study score mean 32
		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: • Teacher collaboration from 36% (2021) to 44% • Understand how to analyse data from 43% (2021) to 51% • Promote student ownership of learning goals from 54% (2021) to 62%	Teacher collaboration from 36% (2021) to 40%Understand how to analyse data from 43% (2021) to 47%Promote student ownership of learning goals from 54% (2021) at 54%Professional learning through peer observation from 48% (2021) to be maintained

		• Professional learning through peer observation from 48% (2021) to 56% • Instructional leadership from 54% (2021) to 62%	at 48%Instructional leadership from 54% (2021) to 56%
		By 2026, increase the percent positive responses score on AToSS in the following factors: • Differentiated learning challenge—Year 7–9 from 63% (2021) to 70% and Year 10–12 from 60% (2021) to 68% • Stimulated learning—Year 7–9 from 68% (2021) to 76% and Year 10–12 from 62% (2021) to 70% • Student voice and agency—Year 7–9 from 57% (2021) to 65% and Year 10–12 from 53% (2021) to 61% • Motivation & interest—Year 10–12 from 68% (2021) to 80%	Differentiated learning challenge—Year 7–9 from 63% (2021) to 65% and Year 10–12 from 60% (2021) to 64%Stimulated learning—Year 7–9 from 68% (2021) to 70% and Year 10–12 from 62% (2021) to 64%Student voice and agency—Year 7–9 from 57% (2021) to 60% and Year 10–12 from 53% (2021) to 56%Motivation & interest—Year 10–12 from 68% (2021) to 70%
Strengthen the resilience and wellbeing of every student.	Yes	By 2026, increase the percent positive responses score on AToSS for the following factors: • Sense of confidence—Year 7–9 from 74% (2021) to 80% and Year 10–12 from 61% (2021) to 69% • Teacher concern—Year 7–9 from 48% (2021) to 56% and Year 10–12 from 35% (2021) to 43% • Respect for diversity—Year 7–9 from 67% (2021) to 75% and Year 10–12 from 62% (2021) to 70% • Perseverance—Year 7–9 from 70% (2021) to 78% and Year 10–12 from 61% (2021) to 69% • School stage transitions—Year 10–12 from 59% (2021) to 67%	Sense of confidence—Year 7–9 from 74% (2021) to 75% and Year 10–12 from 61% (2021) to 64%Teacher concern—Year 7–9 from 48% (2021) to 50% and Year 10–12 from 35% (2021) to 40%Respect for diversity—Year 7–9 from 67% (2021) to 70% and Year 10–12 from 62% (2021) to 64%Perseverance—Year 7–9 from 70% (2021) to 72% and Year 10–12 from 61% (2021) to 66%School stage transitions—Year 10–12 from 59% (2021) to 62%
		By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following factors: • Parent participation & involvement from 73% (2021) to 80% • Teacher communication from 70% (2021) to 78%	Parent participation & involvement from 73% (2021) to 75% Teacher communication from 70% (2021) to 72%

		By 2026, improve the percentage positive endorsement in the School Staff Survey for the following factors: • Support growth and learning of the whole student from 67% (2021) to 75% • Parent & community involvement from 45% (2021) to 53% • Parent & community involvement, engagement & outreach from 58% (2021) to 66% • Focus on real–life problems from 57% (2021) to 65%	Support growth and learning of the whole student from 67% (2021) to 70%Parent & community involvement from 45% (2021) to 48%Focus on real–life problems from 57% (2021) to 60%

Goal 2	**Maximise the achievement and learning growth of every student, particularly in numeracy and literacy.**
12-month target 2.1-month target	Percentage of Year 9 students assessed as Exceeding or Strong in NAPLAN: Reading: 82% Writing: 82% Numeracy: 85% Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Reading: 85% Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Numeracy: 85%
12-month target 2.2-month target	VCE all Study score mean 32
12-month target 2.3-month target	Teacher collaboration from 36% (2021) to 40% Understand how to analyse data from 43% (2021) to 47% Promote student ownership of learning goals from 54% (2021) at 54% Professional learning through peer observation from 48% (2021) to be maintained at 48% Instructional leadership from 54% (2021) to 56%
12-month target 2.4-month target	Differentiated learning challenge—Year 7–9 from 63% (2021) to 65% and Year 10–12 from 60% (2021) to 64% Stimulated learning—Year 7–9 from 68% (2021) to 70% and Year 10–12 from 62% (2021) to 64% Student voice and agency—Year 7–9 from 57% (2021) to 60% and Year 10–12 from 53% (2021) to 56% Motivation & interest—Year 10–12 from 68% (2021) to 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Assessment	Build teacher capacity to use individual student and cohort data and assessment evidence to implement differentiated and stimulated curriculum and pedagogy.	Yes
KIS 2.b Teaching and learning	Embed the college instructional model underpinned by a deep knowledge of all its phases and elements.	Yes
KIS 2.c Leadership	Strengthen the PLC approach to enhance school improvement through collaborative inquiry; greater use of feedback; and peer coaching and observation.	Yes
KIS 2.d Engagement	Develop and implement a learner agency strategy so that our students are empowered to set challenging learning goals based on their data (visible learning), track their progress and monitor their own learning growth.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has selected the KIS in line with the recent School Review conducted during 2022. The Review was conducted on the basis of a detailed Pre Revise Self Evaluation (PRSE), which identified the priorities and KIS for the School Strategic Plan. Detailed data about student academic and attitudinal data was pivotal to the PRSE.	
Goal 3	**Strengthen the resilience and wellbeing of every student.**	
12-month target 3.1-month target	Sense of confidence—Year 7–9 from 74% (2021) to 75% and Year 10–12 from 61% (2021) to 64% Teacher concern—Year 7–9 from 48% (2021) to 50% and Year 10–12 from 35% (2021) to 40% Respect for diversity—Year 7–9 from 67% (2021) to 70% and Year 10–12 from 62% (2021) to 64% Perseverance—Year 7–9 from 70% (2021) to 72% and Year 10–12 from 61% (2021) to 66% School stage transitions—Year 10–12 from 59% (2021) to 62%	
12-month target 3.2-month target	Parent participation & involvement from 73% (2021) to 75% Teacher communication from 70% (2021) to 72%	

12-month target 3.3-month target	Support growth and learning of the whole student from 67% (2021) to 70% Parent & community involvement from 45% (2021) to 48% Focus on real–life problems from 57% (2021) to 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Embed a whole college approach to health, wellbeing and inclusion.	Yes
KIS 3.b Support and resources	Build the capacity of all staff to support the engagement, wellbeing and pathways needs of all students.	Yes
KIS 3.c Engagement	Further empower student voice, agency and leadership to strengthen student participation and engagement in college processes and practices.	Yes
KIS 3.d Engagement	Strengthen family and community partnerships to continue to improve student learning, engagement and wellbeing outcomes.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has selected the KIS in line with the recent School Review conducted during 2022. The Review was conducted on the basis of a detailed Pre Revise Self Evaluation (PRSE), which identified the priorities and KIS for the School Strategic Plan. Detailed data about student academic and attitudinal data was pivotal to the PRSE. There was a strong sense through the Review that empowering student voice and agency will lead to enhanced student wellbeing outcomes through giving students greater ownership of their learning and pathways.	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the achievement and learning growth of every student, particularly in numeracy and literacy.
12-month target 2.1 target	Percentage of Year 9 students assessed as Exceeding or Strong in NAPLAN: Reading: 82% Writing: 82% Numeracy: 85% Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Reading: 85% Percentage of students with Medium or High Relative Growth (Years 7 to 9) in Numeracy: 85%
12-month target 2.2 target	VCE all Study score mean 32
12-month target 2.3 target	Teacher collaboration from 36% (2021) to 40% Understand how to analyse data from 43% (2021) to 47% Promote student ownership of learning goals from 54% (2021) at 54% Professional learning through peer observation from 48% (2021) to be maintained at 48% Instructional leadership from 54% (2021) to 56%
12-month target 2.4 target	Differentiated learning challenge—Year 7–9 from 63% (2021) to 65% and Year 10–12 from 60% (2021) to 64% Stimulated learning—Year 7–9 from 68% (2021) to 70% and Year 10–12 from 62% (2021) to 64% Student voice and agency—Year 7–9 from 57% (2021) to 60% and Year 10–12 from 53% (2021) to 56% Motivation & interest—Year 10–12 from 68% (2021) to 70%
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to use individual student and cohort data and assessment evidence to implement differentiated and stimulated curriculum and pedagogy.

Actions	Develop and implement whole school data literacy strategy. Develop and implement a differentiation action plan, with a focus on catering on high capability students. Targeted extension and intervention programs are embedded to extend the learning of students.
Outcomes	Students will: Have a greater sense of confidence with their learning. Have improved outcomes. Teachers will: Have improved data literacy Greater confidence to differentiate Leadership will: Resource programs and interventions Support staff to develop skills as required Model best practice.
Success Indicators	AToSS data Teacher Survey data TLI and MYLNs data NAPLAN data PAT data

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Induction for new staff including Data Wise training and Roll out Compass Pulse Module to all new staff to access student data and provide refresher training for other staff.	☑ Assistant principal ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00
All staff provided access with student PAT Years 7-10 English/Maths data.	☑ Assistant principal ☑ Data leader ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

VCE Data Reflections and Conversations (Unit 3/4 teachers)	☑ Assistant principal ☑ Data leader ☑ Leading teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1	$20,000.00
Years 7-9 Maths Enrichment Program Implementation	☑ Assistant principal ☑ Learning specialist(s) ☑ Numeracy leader ☑ Numeracy support ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$140,000.00

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the college instructional model underpinned by a deep knowledge of all its phases and elements.
Actions	Professional learning across all phases of the Instructional Model. Peer observations
Outcomes	Students will: Have a greater sense of confidence with their learning Have improved outcomes Teachers will: Have improved understanding of phases and elements of the College Instructional Model Leadership will: Resource and prioritise professional learning

	Support staff to develop skills as required Model best practice.				
Success Indicators	Staff Opinion Survey Student Opinion Survey				

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Peer observations	☑ Assistant principal ☑ PLC leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Professional Learning Showcases	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$10,000.00

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the PLC approach to enhance school improvement through collaborative inquiry; greater use of feedback; and peer coaching and observation.
Actions	Professional Learning Team Action Plan implemented.
Outcomes	Students will: Have a greater sense of confidence with their learning. Have improved outcomes.

	Teachers will: Use the PLT cycle to focus on feedback and its effective use to improve student outcomes Develop greater confidence and understanding in the 'feedback' phase of the Instructional Model through collaborative inquiry. Leadership will: Support staff to develop skills as required Model best practice Be aligned to PLTs
Success Indicators	Staff Survey Teacher Judgements

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Induction of new staff into PLTs and Data Wise Course	☑ Assistant principal ☑ PLC leaders ☑ PLT leaders	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00
Train new PLT leaders and continue support experienced PLT leaders	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00
Monitor PLT inquiry cycles	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00
KIS 2.d Activation of student voice and agency, including in leadership and learning, to strengthen	Develop and implement a learner agency strategy so that our students are empowered to set challenging learning goals based on their data (visible learning), track their progress and monitor their own learning growth.			

students' participation and engagement in school	
Actions	Develop a Learner Agency Strategy in collaboration with students. Develop a whole-school understanding of what student voice, agency and leadership in learning looks like.
Outcomes	Students will: Be actively involved in the development of the Learner Agency Strategy Understand what Learner Agency is Teachers will: Have a shared understanding of what Learner Agency is Have a shared understanding of what Learner Agency looks like Leadership will: Have a shared understanding of what Learner Agency is Support and resource the development of the Learner Agency Strategy
Success Indicators	Student Opinion Survey (AToSS) Parent Opinion Survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Audit current practices within the College	☑ Assistant principal ☑ Learning specialist(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Conduct Student focus groups	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00

Implement Student Voice and Agency Plan	☑ Assistant principal ☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00

Goal 3	Strengthen the resilience and wellbeing of every student.
12-month target 3.1 target	Sense of confidence—Year 7–9 from 74% (2021) to 75% and Year 10–12 from 61% (2021) to 64% Teacher concern—Year 7–9 from 48% (2021) to 50% and Year 10–12 from 35% (2021) to 40% Respect for diversity—Year 7–9 from 67% (2021) to 70% and Year 10–12 from 62% (2021) to 64% Perseverance—Year 7–9 from 70% (2021) to 72% and Year 10–12 from 61% (2021) to 66% School stage transitions—Year 10–12 from 59% (2021) to 62%
12-month target 3.2 target	Parent participation & involvement from 73% (2021) to 75% Teacher communication from 70% (2021) to 72%
12-month target 3.3 target	Support growth and learning of the whole student from 67% (2021) to 70% Parent & community involvement from 45% (2021) to 48% Focus on real–life problems from 57% (2021) to 60%
KIS 3.a 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	Embed a whole college approach to health, wellbeing and inclusion.
Actions	Develop a Health, wellbeing and inclusion plan.
Outcomes	Students will: Have a greater understanding of the College's approach to health, wellbeing and inclusion Teachers will: Have a greater understanding of the College's approach to health, wellbeing and inclusion.

	Leadership will: Resource programs Actively work alongside key stakeholders Model best practice
Success Indicators	Student Opinion Survey (AToSS) Parent Opinion Teacher Survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student focus groups	☑ Assistant principal ☑ Respectful relationships implementation team ☑ Student wellbeing co-ordinator ☑ Wellbeing team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Employ additional services to support Student Mental Health	☑ Assistant principal ☑ Student wellbeing co-ordinator ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$140,000.00 ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and Implement Action Plan for Student Wellbeing	☑ Assistant principal ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator	☑ PLP Priority	from: Term 1 to: Term 2	$15,000.00

	☑ Wellbeing team			
Employ additional services to support students with additional learning needs across Tier 2. Provide funding support to current staff supporting students within Tier 2 model.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Education support ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$140,000.00 ☑ Disability Inclusion Tier 2 Funding will be used
Breakfast club - conduct breakfast club multiple times a week.	☑ Student wellbeing co-ordinator ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used

KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of all staff to support the engagement, wellbeing and pathways needs of all students.
Actions	Review and implement revised school stage transition programs. Reinvigorate the College's approach to Restorative Practices. Implement and refinement of the Vocational Major.
Outcomes	Students will: Have higher levels of engagement Have higher levels of wellbeing Have greater confidence when considering pathways Staff will: Have greater confidence to engage students Have greater confidence to support students' wellbeing needs Have greater confidence to engage the pathways needs of students

	Leadership will: Resource programs Engage stakeholders Work alongside staff
Success Indicators	Student Opinion Survey (AToSS) Staff Opinion Survey Parent Opinion Survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Vocational Major Curriculum oversight and monitoring	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00
Revise and improve year 7 transition program (commence term 4 2022)	☑ Assistant principal ☑ Leading teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00
Behaviour Management Strategies for all staff including Restorative Practices Professional Learning	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Revise and implement enhanced transition program for new Year 8-12 students	☑ Assistant principal ☑ Careers leader/team ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00
KIS 3.c	Further empower student voice, agency and leadership to strengthen student participation and engagement in college processes and practices.			

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	Develop and Implement Student Voice and Agency Plan - incorporating student leadership.
Outcomes	Students will: Have a clear understanding of leadership opportunities in the College Have a clear understanding of how they can be involved in College processes Staff will: Engage student leaders in opportunities Have a clear understanding of how students can be involved in College processes Leadership will: More actively involve students in College processes where appropriate Work with stakeholder to more actively engage student leaders and seek opportunities for them.
Success Indicators	Student Opinion Survey (AToSS) Parent Opinion Survey Staff Opinion Survey

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Student focus groups	☑ Assistant principal ☑ Learning specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00
Develop and Implement Student Voice and Agency Plan	☑ Assistant principal ☑ Learning specialist(s) ☑ Student(s)	☑ PLP Priority	from: Term 1	$20,000.00

		☑ Teacher(s)		to: Term 4	

KIS 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen family and community partnerships to continue to improve student learning, engagement and wellbeing outcomes.				
Actions	Develop a Student and Community Engagement and Partnerships plan Appoint a Community Engagement Learning Specialist				
Outcomes	Students will: Feel a greater sense of connection to the College Engage in community based programs Staff will: Engage in community based programs Feel a greater sense of connection to the College Leadership will: Resource programs Engage with stakeholders Work alongside and support the learning specialist and teachers engaged in community based programs				
Success Indicators	Student Opinion Survey (AToSS) Parent Survey				

Activities	**People responsible**	**Is this a PL priority**	**When**	**Activity cost and funding streams**
Parent focus groups	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 3	$5,000.00

Student focus groups	☑ Assistant principal ☑ Learning specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00
Develop and Implement Student and Community Partnership Plan	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$5,000.00
Sub-School teams to sending regular messages of School Values and Focus to students/families	☑ Assistant principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00
Develop, Maintain and Enhance Alumni program	☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$206,998.60	$240,000.00	-$33,001.40
Disability Inclusion Tier 2 Funding	$124,310.18	$140,000.00	-$15,689.82
Schools Mental Health Fund and Menu	$201,964.98	$140,000.00	$61,964.98
Total	**$533,273.76**	**$520,000.00**	**$13,273.76**

Activities and milestones – Total Budget

Activities and milestones	Budget
Employ additional services to support Student Mental Health	$140,000.00
Employ additional services to support students with additional learning needs across Tier 2. Provide funding support to current staff supporting students within Tier 2 model.	$140,000.00
Breakfast club - conduct breakfast club multiple times a week.	$30,000.00
Totals	**$310,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category

Breakfast club - conduct breakfast club multiple times a week.	from: Term 1 to: Term 4	$30,000.00	☑ Support services ☑ Other food and equipment required for Breakfast Club
Totals		$30,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employ additional services to support students with additional learning needs across Tier 2. Provide funding support to current staff supporting students within Tier 2 model.	from: Term 1 to: Term 1	$140,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Leading teacher • Education support staff
Totals		$140,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Employ additional services to support Student Mental Health	from: Term 1 to: Term 1	$140,000.00	☑ Employ allied health professional to provide Tier 2 tailored support for students **This activity will use Mental Health Menu programs** o Employ Mental Health Staff in school (eduPay or non-teaching staff) Social worker

Totals		$140,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Additional targeted supports for students with additional learning and wellbeing needs. Targeted needs such as uniform, text books, additional costs for excursions, camps etc. (beyond CSEF).	$210,000.00
Totals	$210,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional targeted supports for students with additional learning and wellbeing needs. Targeted needs such as uniform, text books, additional costs for excursions, camps etc. (beyond CSEF).	from: Term 1 to: Term 4	$210,000.00	☑ Teaching and learning programs and resources ☑ Support services
Totals		$210,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Additional targeted supports for students with additional learning	from: Term 1		

and wellbeing needs. Targeted needs such as uniform, text books, additional costs for excursions, camps etc. (beyond CSEF).	to: Term 4		
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Additional targeted supports for students with additional learning and wellbeing needs. Targeted needs such as uniform, text books, additional costs for excursions, camps etc. (beyond CSEF).	from: Term 1 to: Term 4		
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Induction for new staff including Data Wise training and Roll out Compass Pulse Module to all new staff to access student data and provide refresher training for other staff.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff	☑ On-site
All staff provided access with student PAT Years 7-10 English/Maths data.	☑ Assistant principal ☑ Data leader ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative inquiry/action research team ☑ Formalised PLC/PLTs	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist	☑ On-site
VCE Data Reflections and Conversations (Unit 3/4 teachers)	☑ Assistant principal ☑ Data leader ☑ Leading teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning ☑ Peer observation including feedback and reflection ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Years 7-9 Maths Enrichment Program Implementation	☑ Assistant principal	from: Term 1	☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Maths/Sci specialist	☑ On-site

	☑ Learning specialist(s) ☑ Numeracy leader ☑ Numeracy support ☑ Teacher(s)	to: Term 4	☑ Peer observation including feedback and reflection	☑ PLC/PLT meeting		
Professional Learning Showcases	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ PLC leaders ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative inquiry/action research team	☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist ☑ Literacy leaders ☑ Maths/Sci specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site
Induction of new staff into PLTs and Data Wise Course	☑ Assistant principal ☑ PLC leaders ☑ PLT leaders	from: Term 1 to: Term 4	☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

Train new PLT leaders and continue support experienced PLT leaders	☑ Assistant principal ☑ Learning specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Formalised PLC/PLTs ☑ Individualised reflection	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning specialist ☑ Maths/Sci specialist	☑ On-site
Implement Student Voice and Agency Plan	☑ Assistant principal ☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Student focus groups	☑ Assistant principal ☑ Respectful relationships implementation team ☑ Student wellbeing co-ordinator ☑ Wellbeing team	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site

Develop and Implement Action Plan for Student Wellbeing	☑ Assistant principal ☑ Leading teacher(s) ☑ Student wellbeing co-ordinator ☑ Wellbeing team	from: Term 1 to: Term 2	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Vocational Major Curriculum oversight and monitoring	☑ Assistant principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Individualised reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Learning specialist	☑ On-site
Behaviour Management Strategies for all staff including Restorative Practices Professional Learning	☑ Assistant principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Develop and Implement Student Voice and Agency Plan	☑ Assistant principal ☑ Learning specialist(s) ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal school meeting / internal professional learning sessions ☑ PLC/PLT meeting	☑ Internal staff ☑ Learning specialist	☑ On-site