2023 Annual Implementation Plan

for improving student outcomes

Monbulk College (8065)

Submitted for review by Mark Quinlan (School Principal) on 24 February, 2023 at 10:52 AM
Endorsed by Scott Crawford (Senior Education Improvement Leader) on 27 February, 2023 at 12:46 PM
Endorsed by Colin May (School Council President) on 20 May, 2023 at 10:11 PM

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	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

Enter your reflective comments	A new Principal was appointed at the start of 2022 and used a distributive leadership style with a focus on teaching and learning and student/staff wellbeing. A key goal for 2022 was to focus on literacy/numeracy, student wellbeing and re-engaging our students back into full time schooling. We continued with our Professional Learning Communities (PLCs) over 3 cycles with various focus areas including differentiation, learning growth literacy and numeracy. The College continued with the "Ready to Learn" framework, Green Values Chronicle and Disrespectful Yard Chronicles as this empowered staff to challenge inappropriate and disrespectful behaviours in the yard and classroom. These processes helped to build consistency to create a culture of high expectations and student self-efficacy. The College has continued to research and develop a Monbulk instructional model.

Considerations for 2023	- Development of Instructional Model - Continue to develop Learning Walks at Monbulk and other schools - Develop connections with others at Monbulk College and other schools - Continue professional learning for differentiation within every classroom, including re-developing Masters program so that all students are challenged - Continue to develop use of Feedback / DATA - Review the annual overarching individual education plan (IEP) process and utilising Compass insights - Re-develop Masters program within every Years 7 to 9 Maths/English classroom - Develop IEPS for MYLNS, Tutoring, Tier 2 Out of Home Care and Koorie IEPS - Continued development of professional learning for all staff, including using literacy/numeracy strategies in every classroom - Implementation of the whole school assessment schedule, focusing on reducing in class difference - Implementation of a reporting framework policy - Continued development of literacy and numeracy frameworks and a greater understanding for teachers - Continued development and exposure of curriculum documentation and learning continuum documentation - Development of a school attendance strategy - Develop proactive approach to identifying and supporting students at risk of not satisfactorily completing VCE units. - Continued awareness of STAFF mental health and wellbeing - Employment of full-time Student Wellbeing Coordinator (SWC) to support student wellbeing - Re-develop student wellbeing team - Set up a Community of Practice for Wellbeing Team in the Dandenong Ranges including Mental Health Practitioner and Student Wellbeing Coordinator - Continue to engage in external supports for staff and students, with the withdrawal of the Raise Funding we are investigating the Friendology Program - URStrong which focuses on friendship strategies and skills to fill the gaps - Further develop & refine documentation of multi-tiered response model by finalising the process for collecting adjustments from staff members for

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve learning outcomes for all students
Target 2.1	By 2024, improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 20% or above, and for writing from 16% in 2019 to 21% or above.
Target 2.2	By 2024, decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 25% or below, and for writing from 34% in 2019 to 29% or below.
Target 2.3	By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).
Target 2.4	By 2024 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures). Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.

Target 2.5	By 2024 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.
Target 2.6	By 2024, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: • Academic emphasis from 46% to 51% • Understand how to use data from 42% to 47% • Teacher collaboration from 52% to 57% • Use student feedback to improve practice from 71% to 73% • Time to share pedagogical content knowledge from 37% to 42%
Key Improvement Strategy 2.a Building practice excellence	Strengthen a consistent whole-school approach to high-quality instructional practice
Key Improvement Strategy 2.b Instructional and shared leadership	Build a highly effective, collaborative professional learning communities' culture
Key Improvement Strategy 2.c Evaluating impact on learning	Build the whole-school capability and responsibility to cater for the range of student abilities

Goal 3	Increase student empowerment as members of the learning community
Target 3.1	By 2024, improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: • Teacher concern from 33% to 38% • Student voice and agency from 34% to 39% • Stimulated learning 38% to 43% • Differentiated learning challenge 47% to 52% • Self-regulation and goal setting 49% to 54%
Target 3.2	By 2024, increase the percentage of positive responses in the Parent Opinion Survey factors based on 2019 figures for: • Parent participation and involvement from 57% to 60% • Student connectedness from 77% to 82% • Positive transitions from 66% to 71% • Student motivation and support from 51% to 56% • Student voice and agency from 69% to 74% • Confidence and resiliency skills from 69% to 74%
Target 3.3	By 2024, improve positive percentage responses on a school-developed student voice and agency survey by 5% from 2022 base figures.
Key Improvement Strategy 3.a Empowering students and building school pride	Increase opportunities and structures for student voice and agency in the classroom
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Increase opportunities for student collaboration
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Build student knowledge of themselves as learners

Goal 4	Develop students as healthy, resilient, and connected members of the school community
Target 4.1	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below.
Target 4.2	By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: • Sense of connectedness from 44% to 49% or above • High expectations for success from 58% to 63% or above • Resilience from 48% to 53% or above • Attitudes to attendance from 68% to 73% or above
Target 4.3	By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined)
Key Improvement Strategy 4.a Health and wellbeing	Strengthen school-wide wellbeing processes and programs
Key Improvement Strategy 4.b Networks with schools, services and agencies	Improve pathways provision to cater for the aspirations of students

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. |
|---|---|---|---|
| **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. | Yes | Support for the 2023 Priorities | Learning Catch Up & Extension. In 2023, the percentage of students will improve the above expected learning growth in English and Maths by 1% or better in Years 7 - 10.In 2023, the percentage of students achieving below benchmark growth will decrease by 1% or better in Years 7 to 10.In 2023, students will be targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS), have (Individual Education Plan) IEPs to ensure students are met at their point of need. VCE
In 2023, the percentage of students with 37+ scores will increase by 1% or greater
Happy, Active and Healthy Kids
Increase the Attitude to School Survey (AToSS) positive endorsement for students in Year 7 to 9 the following categories:
- High expectations for success- Resilience- Attitudes to attendance- Year 7 Teacher concern from 27% to 47%- Year 7 Advocate at school from 66% to 73.9%- Sense of connectedness Year 7 from 42% to 65.1% |

Improve learning outcomes for all students	Yes	By 2024, improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 20% or above, and for writing from 16% in 2019 to 21% or above.	By 2023 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 16% or above, and for writing from 16% in 2019 to 18% or above.
		By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 25% or below, and for writing from 34% in 2019 to 29% or below.	By 2023 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 30% or below, and for writing from 34% in 2019 to 31% or below.
		By 2024, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).	By 2023, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).
		By 2024 improve the VCE mean study score for English to 28 or above, Further Maths to 28 or above, and Maths Methods to 26 or above (based on 2021 figures) Improve the percentage of students with 37+ study scores to 13% based on 2021 figures.	By 2023 improve the VCE mean study score for English to 27 or above, Further Maths to 27 or above, and Maths Methods to 25 or above (based on 2021 figures). Improve the percentage of students with 37+ study scores to 14% based on 2021 figures.
		By 2024 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures.	By 2023 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures
		By 2024, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: • Academic emphasis from 46% to 51% • Understand how to use data from 42% to 47% • Teacher collaboration from 52% to 57% • Use student feedback to improve practice from 71% to 73% • Time to share pedagogical content knowledge from 37% to 42%	By 2023, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: Academic emphasis from 46% to 49%. Understand how to use data from 42% to 45%. Teacher collaboration from 52% to 55%. Use student feedback to improve practice from 71% to 72%. Time to share pedagogical content knowledge from 37% to 40%

Increase student empowerment as members of the learning community	No	By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: • Teacher concern from 33% to 38% • Student voice and agency from 34% to 39% • Stimulated learning 38% to 43% • Differentiated learning challenge 47% to 52% • Self-regulation and goal setting 49% to 54	
		By 2024 increase the percentage of positive responses in the Parent Opinion Survey factors based on 2019 figures for: • Parent participation and involvement from 57% to 60% • Student connectedness from 77% to 82% • Positive transitions from 66% to 71% • Student motivation and support from 51% to 56% • Student voice and agency from 69% to 74% • Confidence and resiliency skills from 69% to 74	
		By 2024, improve positive percentage responses on a school-developed student voice and agency survey by 5% from 2022 base figures.	

Develop students as healthy, resilient, and connected members of the school community	Yes	By 2024 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 30% or below, and for Year 9 students from 48% in 2019 to 34% or below.	By 2023 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 35% or below, and for Year 9 students from 48% in 2019 to 40% or below
		By 2024 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: • Sense of connectedness from 44% to 49% or above • High expectations for success from 58% to 63% or above • Resilience from 48% to 53% or above • Attitudes to attendance from 68% to 73% or above	By 2023 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: - Sense of connectedness from 44% to 46% or above- High expectations for success from 58% to 60% or above - Resilience from 48% to 50% or above - Attitudes to attendance from 68% to 70% or above
		By 2024 90% or more students have uploaded quality evidence of achievement in their portfolios (to be determined)	By 2023 80% or more of students have uploaded quality evidence of achievement in their portfolios

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	**Learning Catch Up & Extension** In 2023, the percentage of students will improve the above expected learning growth in English and Maths by 1% or better in Years 7 - 10. In 2023, the percentage of students achieving below benchmark growth will decrease by 1% or better in Years 7 to 10. In 2023, students will be targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS), have (Individual Education Plan) IEPs to ensure students are met at their point of need. **VCE** In 2023, the percentage of students with 37+ scores will increase by 1% or greater **Happy, Active and Healthy Kids** Increase the Attitude to School Survey (AToSS) positive endorsement for students in Year 7 to 9 the following categories: - High expectations for success - Resilience - Attitudes to attendance - Year 7 Teacher concern from 27% to 47% - Year 7 Advocate at school from 66% to 73.9% - Sense of connectedness Year 7 from 42% to 65.1%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a - Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b - Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	

Goal 2	Improve learning outcomes for all students	
12 Month Target 2.1	By 2023 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 16% or above, and for writing from 16% in 2019 to 18% or above.	
12 Month Target 2.2	By 2023 decrease the percentage of students achieving below benchmark growth in NAPLAN for reading from 37% in 2019 to 30% or below, and for writing from 34% in 2019 to 31% or below.	
12 Month Target 2.3	By 2023, when comparing matched cohorts of students from Year 7 to Year 9 in reading, writing and numeracy, the percentages of students in the top two bands will be maintained and increased by 5% (based on 2021 NAPLAN data). The percentage of students in the bottom two bands will be decreased by 5% (based on 2021 NAPLAN data).	
12 Month Target 2.4	By 2023 improve the VCE mean study score for English to 27 or above, Further Maths to 27 or above, and Maths Methods to 25 or above (based on 2021 figures) AND Improve the percentage of students with 37+ study scores to 14% based on 2021 figures.	
12 Month Target 2.5	By 2023 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures	
12 Month Target 2.6	By 2023, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: Academic emphasis from 46% to 49% AND Understand how to use data from 42% to 45% AND Teacher collaboration from 52% to 55% Use student feedback to improve practice from 71% to 72% AND Time to share pedagogical content knowledge from 37% to 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a - Building practice excellence	Strengthen a consistent whole-school approach to high-quality instructional practice	Yes
KIS 2.b - Instructional and shared leadership	Build a highly effective, collaborative professional learning communities' culture	No
KIS 2.c - Evaluating impact on learning	Build the whole-school capability and responsibility to cater for the range of student abilities	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 College needs to continue to strengthen a consistent whole-school approach to high-quality instructional practice and this can be done in part by developing a whole school instructional model. This is part of the school strategic plan. The college will continue to support teachers to improve their pedagogical practices, and this is a continuation of the core work. Our teachers will need to continue to collaborate together to support greater rigor of curriculum planning, lesson planning and classroom delivery. Continued use of High Impact Teaching Strategies (HITS), including better use of differentiation and assessment to support student learning at all levels.	

Goal 4	Develop students as healthy, resilient, and connected members of the school community
12 Month Target 4.1	By 2023 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 35% or below, and for Year 9 students from 48% in 2019 to 40% or below
12 Month Target 4.2	By 2023 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: - Sense of connectedness from 44% to 46% or above - High expectations for success from 58% to 60% or above - Resilience from 48% to 50% or above - Attitudes to attendance from 68% to 70% or above
12 Month Target 4.3	By 2023 80% or more of students have uploaded quality evidence of achievement in their portfolios

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	Strengthen school-wide wellbeing processes and programs	Yes
KIS 4.b Networks with schools, services and agencies	Improve pathways provision to cater for the aspirations of students	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 College needs to increase opportunities for student voice and agency in the classroom, increase greater opportunities for student collaboration and build our students' knowledge of themselves as learners. The College has re-designed the leadership team for 2023 to ensure that there is a greater focus on student voice, agency and leadership. The College needs to continue to build and strengthen school-wide wellbeing processes and programs.	

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	**Learning Catch Up & Extension** In 2023, the percentage of students will improve the above expected learning growth in English and Maths by 1% or better in Years 7 - 10. In 2023, the percentage of students achieving below benchmark growth will decrease by 1% or better in Years 7 to 10. In 2023, students will be targeted through Tutoring and Middle Years Literacy & Numeracy Support (MYLNS), have (Individual Education Plan) IEPs to ensure students are met at their point of need. **VCE** In 2023, the percentage of students with 37+ scores will increase by 1% or greater **Happy, Active and Healthy Kids** Increase the Attitude to School Survey (AToSS) positive endorsement for students in Year 7 to 9 the following categories: - High expectations for success; - Resilience; - Attitudes to attendance - Year 7 Teacher concern from 27% to 47% - Year 7 Advocate at school from 66% to 73.9% - Sense of connectedness Year 7 from 42% to 65.1%
KIS 1.a - Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	- Continue to develop a literacy and numeracy framework that supports students who are below expected learning growth - Continue to develop approaches to literacy/numeracy in all subject areas - Continue to build teacher capacity to deliver targeted student support in literacy and numeracy
Outcomes	**Leaders will:** Support learning area collaboration to enable teams to evaluate and plan curriculum, assessments, lessons Design, implement and support tutoring and MYLNS programs Support the development of literacy and numeracy frameworks Build staff capacity to develop and implement Individual Education Plans (IEPs) for high achieving students Establish Professional Learning Communities (PLC) structures to support teacher collaboration and reflection of strengthen teaching practice Work with PLC Teams to develop a continuum of practice that help our teachers use data, identify essential learnings and have conversations based on students and progress Provide targeted professional learning and support for leadership, teachers, PLC teams and improving pedagogical practices

	Teachers will:
	Provide targeted support via the tutor and MYLNS programs
	Utilise learning area collaborative time to evaluate and plan curriculum, assessments, lessons
	Use PLCs collaboratively to strengthen teaching practices including differentiation
	Utilise the PLCs around specific students and their progress
	Provide regular feedback and monitor student progress using data
	Ensure that Compass lesson plans are uploaded
	Develop the use of data for literacy and numeracy to inform targeted planning and teaching
	Develop and complete Individual Education Plans (IEPs) for specific students
	Embed literacy and numeracy strategies in classroom practices
	Provide targeted literacy and numeracy support to identified students
	Actively participate in targeted professional learning to improve teaching practices and student outcomes
	Understand and explicitly use differentiated literacy and numeracy learning activities across subject areas
	Demonstrate knowledge of student literacy and numeracy progression outlined in the Victorian Curriculum
	Students will:
	Experience success and celebrate the acquisition of knowledge and skills
	Be provided with targeted individual and small group support to catch up their learning
	Know what the next steps are to progress their learning
	Be actively involved with development of their individual education plan
	Explain and apply literacy and numeracy strategies within their work and across subjects
	Understand where they are at with their learning, and what they need to do next to improve
Success Indicators	Tutor learning initiative (TLI) and MYLNS documentation will show plans to support individual students' learning needs
	Teacher records and observations of student progress
	Classroom observations and learning walks demonstrating effective pedagogical practices and lesson planning
	Professional Learning Community (PLC) Teams will measure their effectiveness on a continuum of practice and demonstrate improvement in 2023
	Observations from PLC facilitators and members of the leadership team
	Feedback from the School Improvement Team (Leadership Team)
	Reflections from PLC cycles
	Staff Survey data focused on team practices
	Increase in scores related to learner attendance and high expectations for success in the Attitude to School Survey (AToSS)
	Victorian Curriculum judgements will show learning growth in literacy and numeracy
	NAPLAN data will show growth in literacy and numeracy
	PAT data shows growth in literacy and numeracy

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The Literacy and Numeracy Frameworks are developed and implemented across every classroom	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$16,500.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Professional learning communities - PLC Meeting time with a focus on literacy, numeracy, learning growth, student agency	☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Review and update IEPs for students selected for the TLI/MYLNS Programs	☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Establish staffing and resourcing for tutoring/intervention programs including Numeracy and Literacy.	☑ Assistant Principal ☑ Disability Inclusion Coordinator ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used

KIS 1.b - Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	- Develop leaders and teachers understanding of School Wide Positive Behaviours (SWPBs) - Strengthen the whole school approach to student wellbeing and mental health
Outcomes	**Leaders will:** Build teacher capacity to promote mental health: social and emotional learning Promote a consistent and everyday approach to embed social and emotional learning approaches in classrooms Strengthen engagement with regional and external support agencies Identify at-risk students and receive targeted and timely support Use restorative conversations, not just the wellbeing team Strength-based language used in classrooms and around the school Use green chronicles to promote school values and positive endorsement of student behaviour Develop and implement whole school Student Wellbeing Support Framework (SESF) **Teachers will:** Consistently model and agreed routines and practices Identify at-risk students and receive targeted and timely support Use restorative conversations, not just the wellbeing team Use strength based language being used in classrooms and around the school Use green chronicles to promote school values and positive endorsement of student behaviour Develop and use social and emotional learning **Students will:** Receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Receive regular communication and support from the school Be connected to allied health and mental health services
Success Indicators	Student support resources displayed around the school will show how students can seek support Notes from learning walks will show how staff are embedding social and emotional learning Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concern Student support resources displayed around the school will show how students can seek support AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience and teacher concern Data of counselling services accessed by students and families Reduced incidence of escalated situations between staff and students due to disrespectful behaviour or language

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Recruit Mental Health Practitioner and Student Wellbeing Coordinator	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$92,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning for all staff: - Student wellbeing processes - School wide positive behaviour support (SWPBs) - The Men's (MoRE) Project - Respectful relationships - Mental health training for staff	☑ Assistant Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Improve learning outcomes for all students
12 Month Target 2.1	By 2023 improve the percentage of students achieving above benchmark growth in NAPLAN for reading from 14% in 2019 to 16% or above, and for writing from 16% in 2019 to 18% or above.
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12 Month Target 2.5	By 2023 improve the percentages of students at or above expected growth by 5% or better in English and Mathematics strands according to teacher judgements, based on 2021 figures
12 Month Target 2.6	By 2023, on the School Staff Survey, increase positive response percentages (compared with 2019 figures) for the following factors: Academic emphasis from 46% to 49% Understand how to use data from 42% to 45% Teacher collaboration from 52% to 55% Use student feedback to improve practice from 71% to 72% Time to share pedagogical content knowledge from 37% to 40%
KIS 2.a - Building practice excellence	Strengthen a consistent whole-school approach to high-quality instructional practice
Actions	Research, design and implement whole school instructional model Build capacity of teachers to utilise the instructional model in every classroom Guaranteed and viable 7-10/Senior school curriculum and assessment to be reviewed Foster a culture of peer observation and collegiate learning Formative assessment tools to be used across all curriculum areas

Outcomes	**Leaders will:**
	Lead the development of the instructional model
	Build teacher capacity to use the instructional model
	Lead the development of Victoria Curriculum and Senior Curriculum
	Build teacher capacity to develop curriculum and assesses against the curriculum
	Teachers will:
	Structure their lessons using the newly developed instructional model
	Develop courses that comply with the Victoria Curriculum and Senior School Curriculum
	Develop viable scope and sequence from 7-10 with a focus on assessment and teacher judgements
	Students will:
	Have access to all curriculum outlines
	Utilise the lesson plans and instructional model to enhance their learning
	Know what the next steps are to progress their knowledge and skills
Success Indicators	Instructional model utilised in every lesson plan
	Peer observations and learning walks reflect staff implementing the instructional model
	Planners reflect the instructional model
	Course outlines include evidence of planning using the instructional model
	All students have a clear understanding of what the learning intention is for every lesson. As evidenced by the ATSS data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional Learning that focuses on: - Developing and embedding the instructional model - High impact teaching strategies - Embedding PLCs - Learning continuums - Formative assessment - Assessing against the Victoria Curriculum - Whole school literacy strategies	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Goal 4	Develop students as healthy, resilient, and connected members of the school community
12 Month Target 4.1	By 2023 improve the 20+ days absences percentages for Year 8 students from 43% in 2019 to 35% or below, and for Year 9 students from 48% in 2019 to 40% or below
12 Month Target 4.2	By 2023 improve the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, for the following factors: - Sense of connectedness from 44% to 46% or above - High expectations for success from 58% to 60% or above - Resilience from 48% to 50% or above - Attitudes to attendance from 68% to 70% or above
12 Month Target 4.3	By 2023 80% or more of students have uploaded quality evidence of achievement in their portfolios
KIS 4.a - Health and wellbeing	Strengthen school-wide wellbeing processes and programs
Actions	Develop leaders' and teachers' understanding of SWPBS Universal Prevention Action Plan through ongoing professional learning Develop a shared vision for SWBPS and the behaviours that are consistent with the SWPBS philosophy Establish a multi-tiered response model to meet students individual wellbeing needs. Identify and implement positive student wellbeing approaches into all classrooms
Outcomes	**Leaders will:** Develop a whole school approach to wellbeing Ensure that the whole school community has been consulted to develop the SWPBS mission statement and shared vision Frequently monitor SWPBS behaviour data using the learning management system Provide opportunity for the SWPBS team to lead and sustain the implementation and monitoring of SWPBS **Teachers will:** Develop SWPBS Framework Understand the SWPBS philosophy and articulate the desired behaviours, and major and minor behaviours Use consistent language to discuss positive behaviours, and major and minor behaviours Collaboratively develop social skills lessons to teach SWPBS expected behaviours Students will: Articulate the positive behaviours, and major and minor behaviours outlined in the SWPBS framework Identify appropriate behaviours in different settings

Success Indicators	Expected behaviours are displayed prominently throughout the school
	Behaviour records in learning management system
	Lesson plans demonstrate consideration of student behaviour needs when developing social skills lessons to teach expected behaviours
	Use of SWPBS language evident in peer observations
	Focus groups responses reflect improved relationships between staff and students, students and students
	Successful completion of the SWPBS Universal Prevention A implementation checklist, the SWPBS Self-assessment Survey, SWPBS Tiered Fidelity Inventory and achievement of the SWPBS Bronze award
	Reduced exclusionary discipline recorded in learning management system
	Begin to achieve a baseline of data for exclusionary practices

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish a SWPBS team compromising of relevant leaders, wellbeing staff and other school staff	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and devise a framework for student voice and agency	☑ Assistant Principal ☑ Leadership Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Disability Inclusion Tier 2 Funding will be used

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$90,063.00	$91,000.00	-$937.00
Disability Inclusion Tier 2 Funding	$154,011.38	$154,500.00	-$488.62
Schools Mental Health Fund and Menu	$61,673.66	$63,000.00	-$1,326.34
Total	**$305,748.04**	**$308,500.00**	**-$2,751.96**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
The Literacy and Numeracy Frameworks are developed and implemented across every classroom	$16,500.00
Review and update IEPs for students selected for the TLI/MYLNS Programs	$10,000.00
Establish staffing and resourcing for tutoring/intervention programs including Numeracy and Literacy.	$150,000.00
Recruit Mental Health Practitioner and Student Wellbeing Coordinator	$92,000.00
Professional Learning for all staff: - Student wellbeing processes; School wide positive behaviour support (SWPBs); - The Men's (MoRE) Project - Respectful relationships; - Mental health training for staff	$10,000.00
Professional Learning that focuses on: - Developing and embedding the instructional model; - High impact teaching strategies; - Embedding PLCs - Learning continuums; - Formative assessment; - Assessing against the Victoria Curriculum - Whole school literacy strategies	$20,000.00
Establish a SWPBS team compromising of relevant leaders, wellbeing staff and other school staff	$25,000.00
Develop and devise a framework for student voice and agency	$5,000.00
Totals	**$328,500.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
The Literacy and Numeracy Frameworks are developed and implemented across every classroom	from: Term 1 to: Term 4	$14,000.00	☑ Teaching and learning programs and resources
Review and update IEPs for students selected for the TLI/MYLNS Programs	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Establish staffing and resourcing for tutoring/intervention programs including Numeracy and Literacy.	from: Term 1 to: Term 4	$35,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Recruit Mental Health Practitioner and Student Wellbeing Coordinator	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)
Professional Learning for all staff: - Student wellbeing processes - School wide positive behaviour support (SWPBs) - The Men's (MoRE) Project - Respectful relationships - Mental health training for staff	from: Term 1 to: Term 4	$10,000.00	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Professional Learning that focuses on: - Developing and embedding the instructional model - High impact teaching strategies - Embedding PLCs - Learning continuums - Formative assessment - Assessing against the Victoria Curriculum - Whole school literacy strategies	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		$91,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
The Literacy and Numeracy Frameworks are developed and implemented across every classroom	from: Term 1 to: Term 4	$2,500.00	☑ Professional learning for school-based staff •
Establish staffing and resourcing for tutoring/intervention programs including Numeracy and Literacy.	from: Term 1 to: Term 4	$115,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff • Inclusion Leader ☑ Professional learning for school-based staff • Whole school
Recruit Mental Health Practitioner and Student Wellbeing Coordinator	from: Term 1 to: Term 4	$30,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff
Establish a SWPBS team compromising of relevant leaders, wellbeing staff and other school staff	from: Term 1 to: Term 4	$2,000.00	☑ Professional learning for school-based staff • Whole school
Develop and devise a framework for student voice and agency	from: Term 1 to: Term 4	$5,000.00	☑ Professional learning for school-based staff • Whole school
Totals		$154,500.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Recruit Mental Health Practitioner and Student Wellbeing Coordinator	From Term 1 to: Term 4	$60,000.00	☑ Employ Mental Health Staff to provide Tier 3 support for students **This activity will use Foundation Resources (DET Funded initiatives or other free resources)** o Employ Mental Health Staff in school (eduPay or non-teaching staff)
Establish a SWPBS team compromising of relevant leaders, wellbeing staff and other school staff	From Term 1 to Term 4	$3,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free) **This activity will use Mental Health Menu staffing** o Assign existing staff member to initiative (eduPay)
Totals		**$63,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	**$0.00**

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The Literacy and Numeracy Frameworks are developed and implemented across every classroom	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting ☑ Area Principal Forums ☑ Regional Leadership Conferences	☑ Literacy expertise ☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ Student Achievement Manager ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
Professional learning communities - PLC Meeting time with a focus on literacy, numeracy, learning growth, student agency	☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist	☑ On-site
Professional Learning for all staff: - Student wellbeing processes - School wide positive behaviour support (SWPBs) - The Men's (MoRE) Project - Respectful relationships - Mental health training for staff	☑ Assistant Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Regional Leadership Conferences	☑ External consultants SWPBS MoRE Consultants	☑ On-site

Professional Learning that focuses on: - Developing and embedding the instructional model - High impact teaching strategies - Embedding PLCs - Learning continuums - Formative assessment - Assessing against the Victoria Curriculum - Whole school literacy strategies	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ Communities of Practice ☑ PLC/PLT Meeting ☑ Area Principal Forums ☑ Regional Leadership Conferences	☑ Leadership partners ☑ Internal staff	☑ On-site
Establish a SWPBS team compromising of relevant leaders, wellbeing staff and other school staff	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Academy program/course ☑ Departmental resources SWPBs	☑ On-site
Develop and devise a framework for student voice and agency	☑ Assistant Principal ☑ Leadership Team ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Leadership partners ☑ Internal staff	☑ On-site