

2023 Annual Implementation Plan

for improving student outcomes

Brighton Secondary College (7650)



Submitted for review by Richard Minack (School Principal) on 20 December, 2022 at 10:02 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	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.	Emerging
	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	The college has initiated a number of important programs in 2022. The work of 2023 will be, largely, in broadening and deepening the use and engagement by staff and students in these programs. No new programs of substance will be implemented (unless required by the DET).
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Considerations for 2023	<p>The new time in lieu (TIL) provisions will likely reduce the school's capacity to manage collaborative teams as the need to acquit accrued TIL will reduce staff presence in various meetings and collaborative activities. The main focus of work will be to embed programs and processes already initiated in 2023.</p>
Documents that support this plan	<p>SSP Goal 1 action planning (1).pdf (0.1 MB) SSP Goal 2 action planning (1).pdf (0.1 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>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.</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 maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.
Target 2.1	<p>By 2025, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none"> • Reading to 82 or above (from 77 in 2021) • Writing to 82 or above (from 78 in 2021) • Numeracy to 78 or above (from 58 in 2021 and three year average previous to 2021 being 74)
Target 2.2	<p>By 2025, increase the percentage of Year 9 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 40 or above (from 37 in 2021) • Writing to 20 or above (from 14 in 2021) • Numeracy to 38 or above (from 32 in 2021)

Target 2.3	<ul style="list-style-type: none"> • By 2025, increase the VCE All Study score mean to 31 or above (from 29.59 in 2021) • By 2025, increase the VCE Study Scores over 40 to 10% or above (from 7.6% in 2021)
Target 2.4	<p>By 2025, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—to 60 or above (from 46 in 2021) • Teacher collaboration—to 50 or above (from 33 in 2021) • Understand how to analyse data—to 50 or above (from 10 in 2021) • Plan differentiated learning activities—to 50 or above (from 24 in 2021) • Instructional leadership—to 50 or above (from 31 in 2021) • Use data for curriculum planning—to 50 or above (from 17 in 2021)
Target 2.5	<p>By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge—to 40 or above (from 17 in 2021) • Stimulated learning—to 65 or above (from 44 in 2021) • Student voice and agency—to 60 or above (from 37 in 2021) • Motivation & interest—to 70 (from 47 in 2021)
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and implement a coherent, whole college vision for teaching, learning and assessment.
Key Improvement Strategy 2.b	Build teacher capacity to use individual student and cohort data and assessment evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop and implement an instructional framework consistently across the college.
Key Improvement Strategy 2.d Building practice excellence	Build a professional learning community culture for collaborative inquiry into planning for teaching and learning, the modelling of effective practice, and the use of peer observation and feedback.
Key Improvement Strategy 2.e Empowering students and building school pride	Build teacher capability to fully support student voice and learner agency.
Key Improvement Strategy 2.f Building leadership teams	Strengthen the instructional and shared leadership capability of all in leadership roles to build higher levels of consistency and shared accountability for improving student outcomes.
Goal 3	To enhance the resilience and wellbeing of all students.
Target 3.1	By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be: <ul style="list-style-type: none"> • Sense of connectedness—50 or above (from 29 in 2021) • Teacher concern—40 or above (from 15 in 2021) • Respect for diversity—60 or above (from 36 in 2021) • Managing bullying—to 67 or above (from 47 in 2021) • Emotional awareness & regulation—to 80 or above (from 58 in 2021)
Target 3.2	By 2025, the percent positive endorsement on the POS will be:

	<ul style="list-style-type: none"> • Parent participation & involvement—to 60 or above (from 39 in 2021) • Respect for diversity—to 80 or above (from 69 in 2021) • Student motivation & support—to 70 or above (from 48 in 2021) • Promoting positive behaviour—to 75 or above (from 62 in 2021)
Target 3.3	<p>By 2025, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—to 50 or above (from 27 in 2021) • Support growth and learning of the whole student—to 50 or above (from 34 in 2021)
Key Improvement Strategy 3.a Vision, values and culture	Further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the college culture and to strengthen positive relationships.
Key Improvement Strategy 3.b Empowering students and building school pride	Embed a positive behaviours framework consistently across the college.
Key Improvement Strategy 3.c Building practice excellence	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.
Key Improvement Strategy 3.d Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning, engagement and wellbeing.

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 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	Refer to targets in Goals 2 and 3
<p>To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.</p>	Yes	<p>By 2025, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth:</p> <ul style="list-style-type: none"> • Reading to 82 or above (from 77 in 2021) • Writing to 82 or above (from 78 in 2021) • Numeracy to 78 or above (from 58 in 2021 and three year average previous to 2021 being 74) 	Benchmark growth not available in 2022 Reading 79 Writing 80 Numeracy 68
		<p>By 2025, increase the percentage of Year 9 students in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 40 or above (from 37 in 2021) • Writing to 20 or above (from 14 in 2021) • Numeracy to 38 or above (from 32 in 2021) 	Reading 41 2022 maintain this Writing 29 2022 maintain this Numeracy 39 2022 maintain this
		<ul style="list-style-type: none"> • By 2025, increase the VCE All Study score mean to 31 or above (from 29.59 in 2021) • By 2025, increase the VCE Study Scores over 40 to 10% or above (from 7.6% in 2021) 	VCE all study score mean (31 2022) maintain this % 40 or above (10% 2022) maintain this

		<p>By 2025, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—to 60 or above (from 46 in 2021) • Teacher collaboration—to 50 or above (from 33 in 2021) • Understand how to analyse data—to 50 or above (from 10 in 2021) • Plan differentiated learning activities—to 50 or above (from 24 in 2021) • Instructional leadership—to 50 or above (from 31 in 2021) • Use data for curriculum planning—to 50 or above (from 17 in 2021) 	<p>Academic emphasis (43 in 2022) 50Teacher collaboration (44 in 2022) 45 Understand how to analyse data (20 in 2022) 30Plan differentiated learning activities (36 in 2022) 40Instructional leadership (41 in 2022) 45Use data for curriculum planning (32 in 2022) 35</p>
		<p>By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be:</p> <ul style="list-style-type: none"> • Differentiated learning challenge—to 40 or above (from 17 in 2021) • Stimulated learning—to 65 or above (from 44 in 2021) • Student voice and agency—to 60 or above (from 37 in 2021) • Motivation & interest—to 70 (from 47 in 2021) 	<p>Differentiated learning challenge (2021 8.2) 14Stimulated learning (2021 41.3) 47Student voice and agency (2021 32.2) 38Motivation & interest (2021 44.1) 50</p>
To enhance the resilience and wellbeing of all students.	Yes	<p>By 2025, the percentile improvement for student opinion as measured on AToSS across Years 7–12 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—50 or above (from 29 in 2021) • Teacher concern—40 or above (from 15 in 2021) • Respect for diversity—60 or above (from 36 in 2021) • Managing bullying—to 67 or above (from 47 in 2021) • Emotional awareness & regulation—to 80 or above (from 58 in 2021) 	<p>Sense of connectedness (2021 24.1) 34Teacher concern (2021 7.9) 14Respect for diversity (2021 30.3) 37Managing bullying (2021 44.6) 50Emotional awareness & regulation (2021 61.1) 67</p>
		<p>By 2025, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Parent participation & involvement—to 60 or above (from 39 in 2021) • Respect for diversity—to 80 or above (from 69 in 2021) 	<p>Parent participation & involvement 50Respect for diversity 74Student motivation & support 60Promoting positive behaviour 67</p>

		<ul style="list-style-type: none"> • Student motivation & support—to 70 or above (from 48 in 2021) • Promoting positive behaviour—to 75 or above (from 62 in 2021) 	
		<p>By 2025, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice—to 50 or above (from 27 in 2021) • Support growth and learning of the whole student—to 50 or above (from 34 in 2021) 	Use student feedback to improve practice (49 in 2022- maintain this)Support growth and learning of the whole student (49 in 2022 maintain this)

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	Refer to targets in Goals 2 and 3	
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	To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.	
12 Month Target 2.1	Benchmark growth not available in 2022 Reading 79 Writing 80 Numeracy 68	
12 Month Target 2.2	Reading 41 2022 maintain this Writing 29 2022 maintain this Numeracy 39 2022 maintain this	
12 Month Target 2.3	VCE all study score mean (31 2022) maintain this % 40 or above (10% 2022) maintain this	
12 Month Target 2.4	Academic emphasis (43 in 2022) 50 Teacher collaboration (44 in 2022) 45 Understand how to analyse data (20 in 2022) 30 Plan differentiated learning activities (36 in 2022) 40 Instructional leadership (41 in 2022) 45 Use data for curriculum planning (32 in 2022) 35	
12 Month Target 2.5	Differentiated learning challenge (2021 8.2) 14 Stimulated learning (2021 41.3) 47 Student voice and agency (2021 32.2) 38 Motivation & interest (2021 44.1) 50	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Develop and implement a coherent, whole college vision for teaching, learning and assessment.	Yes
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to use individual student and cohort data and assessment evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.	Yes

KIS 2.c Evidence-based high-impact teaching strategies	Develop and implement an instructional framework consistently across the college.	Yes
KIS 2.d Building practice excellence	Build a professional learning community culture for collaborative inquiry into planning for teaching and learning, the modelling of effective practice, and the use of peer observation and feedback.	Yes
KIS 2.e Empowering students and building school pride	Build teacher capability to fully support student voice and learner agency.	Yes
KIS 2.f Building leadership teams	Strengthen the instructional and shared leadership capability of all in leadership roles to build higher levels of consistency and shared accountability for improving student 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.	It is required to achieve the goals set out in our SSP.	
Goal 3	To enhance the resilience and wellbeing of all students.	
12 Month Target 3.1	Sense of connectedness (2021 24.1) 34 Teacher concern (2021 7.9) 14 Respect for diversity (2021 30.3) 37 Managing bullying (2021 44.6) 50 Emotional awareness & regulation (2021 61.1) 67	
12 Month Target 3.2	Parent participation & involvement 50 Respect for diversity 74	

	Student motivation & support 60 Promoting positive behaviour 67	
12 Month Target 3.3	Use student feedback to improve practice (49 in 2022- maintain this) Support growth and learning of the whole student (49 in 2022 maintain this)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Vision, values and culture	Further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the college culture and to strengthen positive relationships.	Yes
KIS 3.b Empowering students and building school pride	Embed a positive behaviours framework consistently across the college.	No
KIS 3.c Building practice excellence	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.	Yes
KIS 3.d Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning, engagement and wellbeing.	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.	It is required to achieve the goals set out in our SSP.	

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	Refer to targets in Goals 2 and 3			
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	See details in goals 2 and 3			
Outcomes	See details in goals 2 and 3			
Success Indicators	See details in goals 2 and 3			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See activities below	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	See details in goals 2 and 3			
Outcomes	See details in goals 2 and 3			
Success Indicators	See details in goals 2 and 3			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
See activites below	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Goal 2	To maximise the learning growth and achievement of every student at every year level, including in numeracy and literacy.			
12 Month Target 2.1	Benchmark growth not available in 2022 Reading 79 Writing 80 Numeracy 68			

12 Month Target 2.2	Reading 41 2022 maintain this Writing 29 2022 maintain this Numeracy 39 2022 maintain this			
12 Month Target 2.3	VCE all study score mean (31 2022) maintain this % 40 or above (10% 2022) maintain this			
12 Month Target 2.4	Academic emphasis (43 in 2022) 50 Teacher collaboration (44 in 2022) 45 Understand how to analyse data (20 in 2022) 30 Plan differentiated learning activities (36 in 2022) 40 Instructional leadership (41 in 2022) 45 Use data for curriculum planning (32 in 2022) 35			
12 Month Target 2.5	Differentiated learning challenge (2021 8.2) 14 Stimulated learning (2021 41.3) 47 Student voice and agency (2021 32.2) 38 Motivation & interest (2021 44.1) 50			
KIS 2.a Curriculum planning and assessment	Develop and implement a coherent, whole college vision for teaching, learning and assessment.			
Actions	Implement the activities listed below.			
Outcomes	We will have developed a whole school learning vision			
Success Indicators	That staff, parents and students are familiar with the Learning Vision. That all school staff use the learning vision to assess and inform programs, direction and decisions.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a whole school teaching and learning vision	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 1	<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
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher capacity to use individual student and cohort data and assessment evidence to implement a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.			
Actions	Develop capacity of staff to collect and know how to use data to inform T&L – External data i.e NAPLAN etc			
Outcomes	Staff will be able to collect and use data to improve student outcomes.			
Success Indicators	That staff will collect and use a variety of data to improve student outcomes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop capacity of staff to collect and know how to use data to inform T&L – External data i.e NAPLAN etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Develop staff capacity to use data to create effective assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Develop capacity of staff collect and know how to use data to inform T&L – Personal data (assessment data, SVAL data. Moderation etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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
Develop staff capacity to data to differentiate T&L to meet the point of need of individual students	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$5,000.00

		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<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
Document 100% of the yr 7-10 curriculum		<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
KIS 2.c Evidence-based high-impact teaching strategies	Develop and implement an instructional framework consistently across the college.				
Actions	As set out in the activities below.				
Outcomes	Teachers will have the knowledge and capacity to implement a whole-school instructional model.				
Success Indicators	Teachers will begin to consistent use a school-wide instructional model.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development and refinement of IM implementation plan.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Stakeholders consulted for development of Instructional Model (staff students parents)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Pilot Instructional Model.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3	\$5,000.00

		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<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 refine IM in light of pilot findings		<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <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
KIS 2.d Building practice excellence	Build a professional learning community culture for collaborative inquiry into planning for teaching and learning, the modelling of effective practice, and the use of peer observation and feedback.				
Actions	Implement the activities set out below.				
Outcomes	Teachers will continue to use PLC's to refine and improve their practice.				
Success Indicators	Improvements in a range of student data.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Introduce cross curricula PLC teams focus on data and student growth	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Develop inquiry questions PLCs that relate to data use and T&L practices	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Develop protocols for peer observation program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<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
Pilot PLC teams	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Assess piloted PLC teams	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <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
KIS 2.e Empowering students and building school pride	Build teacher capability to fully support student voice and learner agency.			
Actions	As set out in activities below			
Outcomes	Teacher regularly and routinely use student voice to inform their teaching practice.			
Success Indicators	Improvement in AtoSS data student voice and agency.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement a systematised student feedback gathering system (Pivot Verso both?)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <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

KIS 2.f Building leadership teams	Strengthen the instructional and shared leadership capability of all in leadership roles to build higher levels of consistency and shared accountability for improving student outcomes.			
Actions	As set out in activities below.			
Outcomes	Middle leaders have a higher capacity to manage accountability requirements of their role.			
Success Indicators	Increased consistency of teacher work.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to use the Parent Reference Group to inform decision-making within the college	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Develop systems/processes for using parent expertise to support curriculum/other programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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
Make school curriculum documentation accessible to parents	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <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
Goal 3	To enhance the resilience and wellbeing of all students.			
12 Month Target 3.1	Sense of connectedness (2021 24.1) 34 Teacher concern (2021 7.9) 14 Respect for diversity (2021 30.3) 37 Managing bullying (2021 44.6) 50 Emotional awareness & regulation (2021 61.1) 67			
12 Month Target 3.2	Parent participation & involvement 50 Respect for diversity 74 Student motivation & support 60 Promoting positive behaviour 67			

12 Month Target 3.3	Use student feedback to improve practice (49 in 2022- maintain this) Support growth and learning of the whole student (49 in 2022 maintain this)			
KIS 3.a Vision, values and culture	Further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the college culture and to strengthen positive relationships.			
Actions	Continue to use student voice to inform decision making.			
Outcomes	Teachers and leaders will see student voice as an important and necessary input to decision-making.			
Success Indicators	Student voice will be used to inform decision making. Improvements in AtoSS student voice and agency measures.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student voice integrated into decision making processes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
KIS 3.c Building practice excellence	Build the capacity of all staff to respond to the engagement and wellbeing needs of students.			
Actions	See actions set out below			

Outcomes	Teachers will have increased capacity to assist students i respect to their mental health and wellbeing.			
Success Indicators	Improvement in AtoSS teacher concern data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Deliver mental health first aid training to staff	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Establish student intervention group (monitor and share information to enable effective interventions to improve individual student engagement in learning)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <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

KIS 3.d Parents and carers as partners	Embed a culture of partnership with parents and carers to enhance student learning, engagement and wellbeing.			
Actions	Refer to activities recorded below.			
Outcomes	Teachers will regularly plan to use parents as a resource to enhance learning.			
Success Indicators	Improvements on parent opinion survey data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to use the Parent Reference Group to inform decision-making within the college	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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
Develop systems/processes for using parent expertise to support curriculum/other programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <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
Make school curriculum documentation accessible to parents	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$60,601.70	\$35,000.00	\$25,601.70
Disability Inclusion Tier 2 Funding	\$138,900.53	\$133,000.00	\$5,900.53
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$199,502.23	\$168,000.00	\$31,502.23

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Develop capacity of staff to collect and know how to use data to inform T&L – External data i.e NAPLAN etc	\$10,000.00
Develop staff capacity to use data to create effective assessment	\$10,000.00
Develop capacity of staff collect and know how to use data to inform T&L – Personal data (assessment data, SVAL data. Moderation etc	\$5,000.00
Develop staff capacity to data to differentiate T&L to meet the point of need of individual students	\$5,000.00
Pilot Instructional Model.	\$5,000.00
Deliver mental health first aid training to staff	\$5,000.00
Totals	\$40,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Develop capacity of staff to collect and know how to use data to inform T&L – External data i.e NAPLAN etc	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop staff capacity to use data to create effective assessment	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop capacity of staff collect and know how to use data to inform T&L – Personal data (assessment data, SVAL data. Moderation etc	from: Term 3 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop staff capacity to data to differentiate T&L to meet the point of need of individual students	from: Term 3 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Pilot Instructional Model.	from: Term 3 to: Term 3	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$35,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Deliver mental health first aid training to staff	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers
Totals		\$5,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Ed support activities	\$128,000.00
Totals	\$128,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ed support activities	from: Term 1 to: Term 4	\$0.00	

Totals		\$0.00	
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Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Ed support activities	from: Term 1 to: Term 4	\$128,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$128,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Ed support activities	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop capacity of staff to collect and know how to use data to inform T&L – External data i.e NAPLAN etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop staff capacity to use data to create effective assessment	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop capacity of staff collect and know how to use data to inform T&L – Personal data (assessment data, SVAL data. Moderation etc	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop staff capacity to data to differentiate T&L to meet the point of need of individual students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)					
Development and refinement of IM implementation plan.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce cross curricula PLC teams focus on data and student growth	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop protocols for peer observation program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement a systematised student feedback gathering system (Pivot Verso both?)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 3 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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver mental health first aid training to staff	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

