2023 Annual Implementation Plan

for improving student outcomes

Pakenham Secondary College (8223)

Submitted for review by Aaron Smith (School Principal) on 15 December, 2022 at 04:11 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 01 February, 2023 at 10:44 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Please see comments made as per the Self Evaluation
Considerations for 2023	Focus on: - Numeracy (inc Number Talks, Essential Assessments; Interpreting Data across KLA's - implement more broadly beyond the Maths Domain our Maths Pedagogical Plan) - Literacy (inc Literacy 4 Learning Program; Reading Program)

	- Decrease the bottom two bands in NAPLAN re Numeracy, Literacy, Reading; Increase the top two bands in NAPLAN re Numeracy, Literacy, Reading; NAPLAN shows that our students have improved in the area of Benchmark Growth relative to our targets set - Improve our use of Data to inform our teaching, to improve student learning; better use of NAPLAN and other data sets (eg On Demand; VCE) to support this work - Further develop, implement and monitor the Snr Sch Improvement Plan - Embed the new VCE / Snr School Certificate Reforms - Embed our new Curriculum Map inc greater subject choice at Years 9 and 10 - Monitor and further improve Student Attendance - Further review and simplify our PLC Program - Implement new Assessment and Reporting - Further strengthen our Co-curricular Program across Sub School and the broader College - Provide more opportunities in the Performing Arts - Further improve Student Engagement inc Student Leadership, School Connectedness, Student Wellbeing, Voice and Agency - Establish a clear PD - PL Plan that supports above, including further developing staff with respect to student trauma, de-escalating and supporting / responding to student wellbeing needs - Further strengthen the connections we have with families and our community; provide more opportunities (eg student agency) for students to work with the community
Documents that support this plan	

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	Maximise student learning in literacy and numeracy.
Target 2.1	**NAPLAN Top 2 bands** Increase the percentage of students in the top two bands NAPLAN: • numeracy from 12% (2021) to 18% (2025).
Target 2.2	**NAPLAN Bottom 2 bands** Decrease the percentage of students in the bottom two bands NAPLAN: • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025) • numeracy from 34% (2021) to 28% (2025).

Target 2.3	**NAPLAN Benchmark growth** Increase the percentage of students meeting or above NAPLAN benchmark growth: • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025).
Target 2.4	**VCE subject scores** The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).
Target 2.5	**VCAL completion** Increase the VCAL completion rates: • Intermediate from 46% (2020) to 80% (2025) • Senior from 78% (2020) to 90% (2025).
Key Improvement Strategy 2.a Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment.

Key Improvement Strategy 2.b Evaluating impact on learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to differentiate learning tasks to meet students at point of need.
Goal 3	Strengthen students' agency, engagement and connectedness to school and peers.
Target 3.1	**Attitudes to School Survey** Increase the percentage positive endorsement for the AtoSS factors: • *school connectedness* from 45% (2019) to 55% (2025) • *student voice and agency* from 41% (2019) to 51% (2025) • *self-regulation and goal setting* from 61% (2019) to 70% (2025)
Target 3.2	**School Staff Survey** Increase the percentage positive endorsement for the SSS factor: • *understand how analyse data* from 46% (2020) to 60% (2025).
Target 3.3	**Student attendance** • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025).

Key Improvement Strategy 3.a Empowering students and building school pride	Strengthen opportunities for student voice, agency and leadership
Key Improvement Strategy 3.b Building practice excellence	Develop teacher capability to support students to set goals and monitor own learning progress.
Key Improvement Strategy 3.c Curriculum planning and assessment	Engage students to support the development of learning opportunities that are engaging and promote curiosity.
Goal 4	Improve social and emotional wellbeing of all students
Target 4.1	**Parent Opinion Survey** Increase the percentage positive endorsement for the POS factors: • *general satisfaction from 64% (2020) to 75% (2025).* • *teacher communication* from 46% (2020) to 60% (2025). • *school communication* from 69% (2020) to 75% (2025).
Target 4.2	**Student Attitudes to School Survey** Increase the percentage positive endorsement for the AtoSS factors: • *effective classroom behaviour* from 48% (2020) to 53% (2025). • *sense of connectedness* from 34% (2020) to 45% (2025). • *perceptions of LGBTIQ phobic discrimination* from 23% (2020) to 38% (2025).

Key Improvement Strategy 4.a Health and wellbeing	Develop and implement a tiered and responsive approach to support student wellbeing and inclusion (SWPB).
Key Improvement Strategy 4.b Parents and carers as partners	Strengthen the partnership between staff, students, carers and families to create a shared responsibility for student wellbeing

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	ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.
Maximise student learning in literacy and numeracy.	Yes	**NAPLAN Top 2 bands** Increase the percentage of students in the top two bands NAPLAN: • numeracy from 12% (2021) to 18% (2025).	Increase the percentage of students in the top two bands NAPLAN - Numeracy: Y9 - from 11% '22 to 14% '23
		NAPLAN Bottom 2 bands Decrease the percentage of students in the bottom two bands NAPLAN: • reading from 36% (2021) to 31% (2025) • writing from 52% (2021) to 45% (2025) • numeracy from 34% (2021) to 28% (2025).	Decrease the percentage of students in the bottom two bands NAPLAN: Reading: Y9 - from 43% '22 to 40% '23 Writing:

			Y9 - from 43% '22 to 40% '23
			Numeracy:
			Y9 from - 30% '22 to 27% '23
		NAPLAN Benchmark growth Increase the percentage of students meeting or above NAPLAN benchmark growth: • reading from 66% (2021) to 72% (2025) • writing from 70% (2021) to 75% (2025) • numeracy from 70% (2021) to 75% (2025).	Increase the percentage of students meeting or above NAPLAN benchmark growth: Reading: Y9 - from 66% '21 to 69% '23 Writing: Y9 - from 70% '21 to 73% '23 Numeracy: Y9 - from 70% '21 to 73%
		VCE subject scores The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) increases from 40% (2020) to 60% (2025).	The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) is increasing from 40% (2020) towards 60% (2025).
		VCAL completion Increase the VCAL completion rates: • Intermediate from 46% (2020) to 80% (2025)	VM Completion Rates align with planned improvements in this area for the former VCAL completion targets. VM Completion = 85% for 2023

		• Senior from 78% (2020) to 90% (2025).	
Strengthen students' agency, engagement and connectedness to school and peers.	No	**Attitudes to School Survey** Increase the percentage positive endorsement for the AtoSS factors: • *school connectedness* from 45% (2019) to 55% (2025) • *student voice and agency* from 41% (2019) to 51% (2025) • *self-regulation and goal setting* from 61% (2019) to 70% (2025)	
		School Staff Survey Increase the percentage positive endorsement for the SSS factor: • *understand how analyse data* from 46% (2020) to 60% (2025).	
		Student attendance • Reduce the proportion of students with absences over 20 days from 38% (2019) to 35% (2025) • Reduce average number of days of student absence from 24.92 (2019) to 24 (2025).	

Improve social and emotional wellbeing of all students	No	**Parent Opinion Survey** Increase the percentage positive endorsement for the POS factors: • *general satisfaction from 64% (2020) to 75% (2025).* • *teacher communication* from 46% (2020) to 60% (2025). • *school communication* from 69% (2020) to 75% (2025).	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	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	Maximise student learning in literacy and numeracy.	
12 Month Target 2.1	Increase the percentage of students in the top two bands NAPLAN - Numeracy: Y9 - from 11% '22 to 14% '23	
12 Month Target 2.2	Decrease the percentage of students in the bottom two bands NAPLAN: Reading: Y9 - from 43% '22 to 40% '23 Writing: Y9 - from 43% '22 to 40% '23 Numeracy: Y9 from - 30% '22 to 27% '23	

12 Month Target 2.3	Increase the percentage of students meeting or above NAPLAN benchmark growth:
	Reading:
	Y9 - from 66% '21 to 69% '23
	Writing:
	Y9 - from 70% '21 to 73% '23
	Numeracy:
	Y9 - from 70% '21 to 73%
12 Month Target 2.4	The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) is increasing from 40% (2020) towards 60% (2025).
12 Month Target 2.5	VM Completion Rates align with planned improvements in this area for the former VCAL completion targets.
	VM Completion = 85% for 2023

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment.	Yes
KIS 2 Evaluating impact on learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.	Yes
KIS 3 Curriculum planning and assessment	Build teacher capability to differentiate learning tasks to meet students at point of need.	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.	Formative and summative assessment important to understanding student learning growth, together with informing and further improving teacher practice Further building capacity of staff to capture, analyse and utilise assessment data allows for greater understanding of student leaning needs and their growth - furthering capacity here allows for a more differentiated approach to teaching and learning. Our PLC Program will support this work. Developing a more differentiated approach to instructional practice, together with assessment and learning tasks, allows for a more tailored approach to teaching and learning which better meets student need. Students are more engaged. Stimulating learning more apparent. Our PLC Program will support this work.

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	ODT / PAT testing shows that at least 80% of students have demonstrated 12 months of learning growth in both numeracy and literacy. Ensure that Benchmark Growth data (according to Naplan) is similar to or above like schools.
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Enhance teacher use of our Instructional Model inc use of a Common Lesson Planning Template on Compass across all Key Learning Areas (KLA's) Review and continue to apply our Literacy for Learning Program across all KLA's - eg inc a Reading Trial Apply College's Mathematics Pedagogical Plan in Mathematics KLA including use of Number Talks and Essential Assessments. Broaden the use of the Plan beyond the Mathematics KLA. Eg: trial with Science and PE KLA's ie Interpreting Data (eg graphs and tables);
Outcomes	Leaders will: Provide ongoing PD - PL on the high level use of our Instructional Model Develop a PD - PL Plan that allows for support with Literacy, Development of Numeracy Skills, Instructional Practice, Use of Data, A&R, etc Further strengthen and simplify our PLC Program, and include the need for Peer Observations Implement new Assessment and Reporting Model Teachers will: Employ Literacy for Learning Strategies as part of their teaching; embark on Reading Trial as required Use the Instructional Model and Common Lesson Planning Template to provide a stimulating and engaging learning experience for students Use Mathematics Pedagogical Plan Strategies within the Mathematics KLA; trial in other KLA's (eg Sci, Humanities, PE) Support the alignment of assessment formats and processes as per the Snr School Improvement Plan between Y10 Sub School and Snr Sub School

	Students will: Utilise Literacy for Learning (inc participation in Reading Trial where appropriate) and Mathematics Pedagogical Plan Strategies, together with the support of teaching and tutoring staff, in completing key tasks and in their learning more broadly Have more input in to what they learn
Success Indicators	Observations by the Leadership / Principal Class Teams, and feedback captured from staff and students as to the success of initiatives Teachers use of Literacy for Learning and Mathematics Pedagogical Plan Strategies Improved student results; improved survey results New Assessment and Reporting Model in place PD - PL Plan developed, documented and implemented supporting staff in key areas as per above

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Assessment and Reporting Model established and implemented Development and use PD - PL to support the work	☑ All Staff ☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ 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
Further Developing Teacher Practice Re-inforce the use of Instructional Model Focus on review and implementation of Literacy For Learning and Mathematics Pedagogical Plan Strategies Use best practice presentations with staff Consistent use of Compass	☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Use PD - PL to support the work	☑ Principal			☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Further review and simplify our PLC Program Used to support teaching staff best understand the learning levels of students, and to measure student growth Strategies applied to make student learning gains Formal DET training Term One, '23 is pending	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Implement and activate our Snr Sch Improvement Plan Plan developed to support students, staff and families	☑ All Staff ☑ Assistant Principal ☑ Leading Teacher(s) ☑ VCAL Leader/Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	SWPBS - further implement an acknowledgement system that is aligned with SWPBS Behaviour Matrix; develop and deliver focus lessons within an overarching theme of school pride and respect Student Profiles - further review and embed for Tier 3 students to support them in their transitions including allocation of resources to meet needs; format to be reviewed and strengthened; continue to develop and assign case leads for Tier 3 at risk students Student Voice and Agency - more opportunities as per Student Leadership-Involvement Model; students to provide feedback on teacher practice more regularly; involve students on School Improvement Team (SIT) if appropriate; embed *co-curricular activities at each year level (inc *student led)
Outcomes	Leaders will: Further embedding of SWPBS and associated acknowledgement systems within the College under the theme pride and respect Review (inc formatting) and continue to use student profiles for Tier 3 students; allocate resources, case leads and supports to Tier 3 students Implement a Whole School Student Leadership-Involvement Model and Sub School Schedules of Co-curricular Activities to meet student need Provide PD - PL (as per the PSC PD - PL Plan) working with students experiencing trauma, de-escalating issues, supporting student wellbeing Teachers will: Consistently apply the SWPB Framework within the school setting and acknowledge positive student behaviours on a consistent basis Support and work with the new Whole School Student Leadership Program and Structure (eg SLC, SRC, Leadership Positions, etc) Engage in PD - PL as outlined above to best support students and their practice Students will: Be able to articulate and demonstrate expected behaviours

	Be acknowledged for showing expected behaviours Access more opportunities as provided by the College in respect to SLC, SRC, Leadership Positions and our extensive Co-curricular Schedule, including participating in a review of our House System led by staff
Success Indicators	All Year 7 students are allocated a Year 9 Peer Support student SWPBS acknowledgement system is further developed and implemented; more co-curricular activities and events per year level in place Observations by the Leadership / Principal Class Teams; feedback captured from staff and students as to the success of initiatives Improved student results (inc Attendance); improved student survey results eg AToSS PD - PL Plan developed, documented and implemented supporting staff in key areas as per above

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPB further reviewed, developed and implemented School pride and respect used as the overarching theme for '23 Alignment with Respectful Relationships	☑ All Staff ☑ Assistant Principal ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Whole School Student Leadership - Involvement Mode is developed and implemented Student representation on a SIT where appropriate	☑ Assistant Principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Implement a Peer Support Program for Y7 - 9	☑ Assistant Principal ☑ Student(s) ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Review, develop and implement Student Profile Case Notes (eg Tier 3 Students) using revised and more efficient formatting of student information (as appropriate); allocate resources as appropriate Inc assignment of Case Leads for Tier 3 Students	☑ Assistant Principal ☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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	Maximise student learning in literacy and numeracy.
12 Month Target 2.1	Increase the percentage of students in the top two bands NAPLAN - Numeracy: Y9 - from 11% '22 to 14% '23
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12 Month Target 2.4	The percentage of VCE subjects with a mean study score greater than the mean score predicted by the GAT (General Achievement Test) is increasing from 40% (2020) towards 60% (2025).
12 Month Target 2.5	VM Completion Rates align with planned improvements in this area for the former VCAL completion targets. VM Completion = 85% for 2023
KIS 1 Evaluating impact on learning	Develop, implement and embed a whole-school approach to formative and summative assessment.
Actions	Further our Curriculum Audit to review and develop Curriculum Documentation in order to ensure that there are appropriate levels of formative and summative assessments being used across all Key Learning Areas (or KLA's) Further develop staff capacity with respect to Assessment and Reporting (eg tasks, rubrics, etc)
Outcomes	Leaders will: Oversee the process via Curriculum and KLA Team Meetings eg ensuring there are are appropriate levels of formative and summative assessments used across all KLA's; support staff as per our PSC PD - PL Plan as required Reinforce the importance of using pre, mid (formative) and post (summative) assessments as part of our PLC Program, and support staff accordingly - link in with use of new Compass A&R Develop and implement a Whole School Data Assessment and Analysis Schedule to best understand student learning growth through the year Teachers will: Further review and develop Curriculum Documentation ensuring appropriate levels of formative and summative assessments across KLA's Use our PLC Program to assist in the use of pre, mid (formative) and post (summative) assessments; use of Compass A&R to support the process Share data from formative and summative assessments with colleagues and students to develop understanding of student point of need and progress Use the Whole School Data Assessment and Analysis Schedule to inform student progress and changes in teacher practice Students will:

	Engage with the formative and summative assessments provided Have access to the assessment data to guide and assist them in their ongoing learning
Success Indicators	Observations by the Leadership / Principal Class Teams, feedback captured from staff and students as to the success of initiatives Improved student results; improved survey results Curriculum Documentation has clear reference to formative and summative assessments being used across all KLA's PLC Program continue to use pre, mid (formative) and post (summative) assessments to measure student growth, provide feedback and to inform and change teacher practice as required; new Compass A&R process successful PD - PL Plan developed, documented and implemented supporting staff in key areas as per above as required

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Review and develop Curriculum Documentation to ensure appropriate levels of formative and summative assessments being used across all KLA's	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Implement the Whole School Data Assessment and Analysis Schedule Used by leaders and staff to best understand student learning growth (eg high stakes assessments), how the data can inform any changes to teacher practice, student support	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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

KIS 2 Evaluating impact on learning	Build capability of staff to capture, analyse and utilise assessment and data to evaluate the impact of instructional strategies and determine the next stage of instruction for differentiated student learning.
Actions	Use of our PLC and KLA Programs to allow for collaboration to share and build teacher capacity Use of our PD-PL Plan, KLA and Leadership Team Meetings; Use of the Whole School Data Assessment and Analysis Schedule Use of Classroom Teaching and Tutoring to provide a targeted approach to further improve student Literacy and Numeracy outcomes
Outcomes	Leaders will: Support staff in respect to our PLC Program, including how to best differentiate for student point of need based on learning data Support staff at a KLA - PLC level to analyse learning data to best understand student point of need and then provide for a differentiated curriculum and assessments. Make the data readily available (eg NAPLAN, ODT, PAT) on Compass for staff to use and reference Teachers will: Use data to understand the learning point of need for all their students; use of data informs progress, teacher practice and lesson planning to further student results and engagement Access the student learning data (eg NAPLAN, ODT/PAT) from Compass at the start of each Semester, and then use this data to differentiate their subject's curriculum, activities, assessments as appropriate to best meet student need (PLC and KLA Teams provide support in this process) Access our PD - PL Plan to further support how to analyse learning data Students will: Have access to a more differentiated curriculum and assessment program; access Tutoring and other support as required Have greater access to their learning data on a more regular basis, particularly in subjects such as English and Mathematics

Success Indicators	Observations by the Leadership / Principal Class Teams; Feedback captured from staff and students as to the success of initiatives Improved student results re Numeracy and Literacy as per targets set (see AIP '23 Targets); improved survey results PD - PL Plan developed, documented and implemented to support above Successful application of our Tutoring Program working with identified students in further need of Numeracy and Literacy support Successful implementation of the Whole School Data Assessment and Analysis Schedule with staff Staff and students report higher levels of differentiation with respect to our curriculum and assessment program

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Successful application of our Tutoring (and MYLNS) Program to work with identified students in Numeracy and Literacy support	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Successful implementation of the Whole School Data Assessment and Analysis Schedule with staff Collection of data How to analyse and apply the data to our teaching and leadership When to analyse the data Making the data available on Compass for all teaching staff to use in their planning and differentiation of the curriculum and assessment program	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
Support staff in respect to our PLC Program, including how to best differentiate for student point of need based on learning data	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ 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

KIS 3 Curriculum planning and assessment	Build teacher capability to differentiate learning tasks to meet students at point of need.
Actions	Through PD - PL Plan Use of PLC, KLA and Leadership Teams
Outcomes	Leaders will: Support staff in respect to our PLC and KLA Programs, PD-PL Plan, including how to differentiate for student point of need based on learning data Support staff in KLA - PLC Teams to analyse learning data to best understand student point of need and then differentiate the curriculum and assessments accordingly Leverage the work of TLI, MYLNS Program to show broader staff how learning data can support and understand student learning needs Make the data available (eg NAPLAN, ODT, PAT) readily available on Compass for staff to use and reference Teachers will:

	Access the student learning data (eg NAPLAN, ODT, PAT) from Compass at the start of each Semester, and then use this data to differentiate their subject's curriculum, activities, assessments as appropriate to best meet student need (PLC and KLA Teams provide support in this process) Students will: Have access to a more differentiated curriculum and assessment program and their learning data on a more regular basis, particularly in subjects such as English and Mathematics
Success Indicators	Observations by the Leadership / Principal Class Teams; feedback captured from staff, students as to the success of initiatives Improved student results re Numeracy and Literacy as per targets set (see AIP '23 Targets); improved student survey results PD - PL Plan developed, documented and implemented supporting staff in key areas as per above Staff and students report higher levels of differentiation with respect to our curriculum and assessment program

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leverage our PLC and KLA Programs to build teacher capability to differentiate learning tasks to meet student point of need.	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ 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
PD - PL Plan developed, documented and implemented supporting staff in key areas as outlined	☑ All Staff ☑ Assistant Principal	☑ PLP Priority	from: Term 1	$0.00

	☑ Leadership Team ☑ Principal		to: Term 4	☐ 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

Funding Planner

Summary of Budget and Allocated Funding

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

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Activities and Milestones - Equity Funding

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

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy	$20,000.00
SWB Programs	$10,000.00
Dogs Connect Program	$8,000.00
BSEM	$26,000.00
Student Planners - The Resilience Project	$10,000.00
Mental Health First Aid	$14,000.00
SWB Staffing re MH Fund allocated funds	$25,390.66
Staffing Our Programs throughout the College inc Clubs and Activities; additional teaching and learning support	$450,802.08
Mental Health Practitioner	$40,000.00
Staffing - re cover for Camps	$250,000.00

Cultural Aide	$30,000.00
Instrumental Music	$25,000.00
Pathways Program	$125,000.00
BATYR Minus 18	$2,500.00
Totals	$1,036,692.74

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing
SWB Programs	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources
Dogs Connect Program	from: Term 1 to: Term 4		
BSEM	from: Term 1 to: Term 4		
Student Planners - The Resilience Project	from: Term 1		

	to: Term 4		
Mental Health First Aid	from: Term 1 to: Term 4		
SWB Staffing re MH Fund allocated funds	from: Term 1 to: Term 4		
Staffing Our Programs throughout the College inc Clubs and Activities; additional teaching and learning support	from: Term 1 to: Term 4	$450,802.08	☑ School-based staffing
Mental Health Practitioner	from: Term 1 to: Term 4	$40,000.00	☑ School-based staffing
Staffing - re cover for Camps	from: Term 1 to: Term 4	$250,000.00	☑ School-based staffing ☑ CRT
Cultural Aide	from: Term 1 to: Term 4	$30,000.00	☑ Support services
Instrumental Music	from: Term 1 to: Term 4	$25,000.00	☑ School-based staffing

Pathways Program	from: Term 1 to: Term 4	$125,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
BATYR Minus 18	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy	from: Term 1 to: Term 4		
SWB Programs	from: Term 1 to: Term 4		
Dogs Connect Program	from: Term 1 to: Term 4		
BSEM	from: Term 1 to: Term 4		

Student Planners - The Resilience Project	from: Term 1 to: Term 4		
Mental Health First Aid	from: Term 1 to: Term 4		
SWB Staffing re MH Fund allocated funds	from: Term 1 to: Term 4		
Staffing Our Programs throughout the College inc Clubs and Activities; additional teaching and learning support	from: Term 1 to: Term 4		
Mental Health Practitioner	from: Term 1 to: Term 4		
Staffing - re cover for Camps	from: Term 1 to: Term 4		
Cultural Aide	from: Term 1 to: Term 4		
Instrumental Music	from: Term 1		

Activities and Milestones	When	Funding allocated ($)	Category
	to: Term 4		
Pathways Program	from: Term 1 to: Term 4		
BATYR Minus 18	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Literacy	from: Term 1 to: Term 4		
SWB Programs	from: Term 1 to: Term 4		
Dogs Connect Program	from: Term 1 to: Term 4	$8,000.00	☑ Dogs Connect Program **This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
BSEM	from: Term 1	$26,000.00	☑ Berry Street Education Model (BSEM)

	to: Term 4		**This activity will use Mental Health Menu staffing** o Build staff capacity (conference, course, seminar)
Student Planners - The Resilience Project	from: Term 1 to: Term 4	$10,000.00	☑ The Resilience Project **This activity will use Mental Health Menu staffing** o Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities)
Mental Health First Aid	from: Term 1 to: Term 4	$14,000.00	☑ Teen Mental Health First Aid Program (Mental Health First Aid Australia) **This activity will use Mental Health Menu staffing** o Program delivered in school by external service provider
SWB Staffing re MH Fund allocated funds	from: Term 1 to: Term 4	$25,390.66	☑ Employ teaching staff to support Tier 2 initiatives
Staffing Our Programs throughout the College inc Clubs and Activities; additional teaching and learning support	from: Term 1 to: Term 4		
Mental Health Practitioner	from: Term 1 to: Term 4		
Staffing - re cover for Camps	from: Term 1 to: Term 4		
Cultural Aide	from: Term 1		

	to: Term 4		
Instrumental Music	from: Term 1 to: Term 4		
Pathways Program	from: Term 1 to: Term 4		
BATYR Minus 18	from: Term 1 to: Term 4	$2,500.00	☑ batyr@school
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Assessment and Reporting Model established and implemented Development and use PD - PL to support the work	☑ All Staff ☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Further Developing Teacher Practice Re-inforce the use of Instructional Model Focus on review and implementation of Literacy For Learning and Mathematics Pedagogical Plan Strategies Use best practice presentations with staff Consistent use of Compass Use PD - PL to support the work	☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

Further review and simplify our PLC Program Used to support teaching staff best understand the learning levels of students, and to measure student growth Strategies applied to make student learning gains Formal DET training Term One, '23 is pending	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ External consultants Via PLC Training '23 ☑ Departmental resources PLC Training '23 ☑ Numeracy leader	☑ On-site
Implement the Whole School Data Assessment and Analysis Schedule Used by leaders and staff to best understand student learning growth (eg high stakes assessments), how the data can inform any changes to teacher practice, student support	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Successful application of our Tutoring (and MYLNS) Program to work with identified students in Numeracy and Literacy support	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

Successful implementation of the Whole School Data Assessment and Analysis Schedule with staff Collection of data How to analyse and apply the data to our teaching and leadership When to analyse the data Making the data available on Compass for all teaching staff to use in their planning and differentiation of the curriculum and assessment program	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
Support staff in respect to our PLC Program, including how to best differentiate for student point of need based on learning data	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Leadership Team ☑ 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 ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ External consultants via DET PLC Training ☑ Departmental resources DET PLC Training	☑ On-site
Leverage our PLC and KLA Programs to build teacher capability to differentiate learning tasks to meet student point of need.	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

	☑ Curriculum Co-ordinator (s) ☑ KLA Leader					
PD - PL Plan developed, documented and implemented supporting staff in key areas as outlined	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site