2023 Annual Implementation Plan

for improving student outcomes

Epping Secondary College (7813)

Submitted for review by Bradley Moyle (School Principal) on 26 December, 2022 at 11:18 AM
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 15 March, 2023 at 11:40 AM
Endorsed by Stuart Lord (School Council President) on 20 March, 2023 at 02:30 PM

Self-evaluation Summary - 2023

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

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	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	-
Considerations for 2023	-
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	To improve students' literacy and numeracy achievements throughout their schooling.
Target 2.1	NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in: • Reading from 11 per cent (2019) to 16 per cent (2024) • Writing from 5 per cent (2019) to 11 per cent (2024) • Numeracy from 8 per cent (2019) to 18 per cent (2024)
Target 2.2	Teacher Judgements: By 2024, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).

Target 2.3	VCE: • To increase the VCE mean study score from 28 (2020) to at least 29 (2024) • To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)
Key Improvement Strategy 2.a Curriculum planning and assessment	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies
Key Improvement Strategy 2.b Building practice excellence	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.
Key Improvement Strategy 2.c Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.
Goal 3	To develop independent and self-regulated learners.
Target 3.1	To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors: • Student voice and agency from 46 per cent (2019) to 60 per cent (2024) • Learning confidence from 61 per cent (2019) to 70 per cent (2024) • Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)
Target 3.2	To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors: • Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024) • Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024)

	• Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)
Target 3.3	Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).
Key Improvement Strategy 3.a Empowering students and building school pride	To build and develop the whole school community's understanding of student agency.
Key Improvement Strategy 3.b Building practice excellence	To build teacher capacity to consistently include student agency practices into their teaching and learning.
Key Improvement Strategy 3.c Empowering students and building school pride	To develop a suite of tools and processes that enable opportunities for students to activate student agency around the college.
Goal 4	To improve emotional intelligence and resiliency.
Target 4.1	To increase the positive endorsements in the AtoSS for the following factors: • Resilience from 59 per cent (2019) to 65 per cent (2024) • School Connectedness from 54 per cent (2019) to 64 per cent (2024) • Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)
Target 4.2	To increase the positive endorsements in the School Staff Survey (SSS) for the following factors:

	- Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024) - Staff trust in colleagues from (To be determined)
Target 4.3	To increase the positive endorsements in the POS for the following factors: Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)
Key Improvement Strategy 4.a Health and wellbeing	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).
Key Improvement Strategy 4.b Building practice excellence	To build staff capacity for the high-fidelity implementation of the whole school approach.

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	To reduce the percentage of Year 9 students in the bottom 3 bands of NAPLAN in Reading, Writing and Numeracy.SWPBS GoalTo demonstrate a reduction in the proportion of 2023 early leavers (reported in 2024).to maintain or improve the completion rate of VCE-VM and VPC students compared to previous VCAL rates.
To improve students' literacy and numeracy achievements throughout their schooling.	Yes	NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in: • Reading from 11 per cent (2019) to 16 per cent (2024) • Writing from 5 per cent (2019) to 11 per cent (2024) • Numeracy from 8 per cent (2019) to 18 per cent (2024)	To maintain the percentage of students in the Top 2 bands of NAPLAN between Year 7 (2021) and Year 9 (2023) in Reading (30 students), Writing (24 students) and Numeracy (30 students).To have the following percentage of students at Year 9 in the Top 2 Bands of NAPLAN - Reading (13%), Writing (10%) and Numeracy (10%).
		Teacher Judgements: By 2024, at least 75 per cent of Years 7–10 students will demonstrate at least one Victorian Curriculum Level of learning progress in each school year in English and Mathematics (Panorama – 2020).	Reading & Viewing - from 66.75% to 70%Writing - from 63.25% to 67%Number & Algebra - from 31% to 60%(Yr 7), from 71% to 75% (Yr 8-10)
		VCE: • To increase the VCE mean study score from 28 (2020) to at least 29 (2024)	To increase the VCE mean study score to 29 (27 in 2022)To increase the percentage of

		• To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)	students with a study score above 40 to 2.5% (1.1% in 2022)
To develop independent and self-regulated learners.	Yes	To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors: • Student voice and agency from 46 per cent (2019) to 60 per cent (2024) • Learning confidence from 61 per cent (2019) to 70 per cent (2024) • Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)	To increase the positive endorsement in the 2023 Student Attitudes to School survey factors of:a. Student Voice and Agency from 37% to 46%b. Learning Confidence from 51% to 56%
		To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors: • Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024) • Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024) • Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)	To increase the positive endorsement in the 2023 Parent Opinion Survey factors of:a. Student Voice and Agency from 52% to 58%b. Student Confidence & Resilience from 52% to 58%
		Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).	To reduce the number of average absence days per students to at or below 20.0.
To improve emotional intelligence and resiliency.	Yes	To increase the positive endorsements in the AtoSS for the following factors: • Resilience from 59 per cent (2019) to 65 per cent (2024) • School Connectedness from 54 per cent (2019) to 64 per cent (2024) • Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)	To increase the positive endorsement in the 2023 Student Attitudes to School survey factors of:a. Perseverance from 52% to 59%b. Sense of Connectedness from 39% to 45%c. Sense of Confidence from 51% to 58%

		To increase the positive endorsements in the School Staff Survey (SSS) for the following factors: • Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024) • Staff trust in colleagues from (To be determined)	To increase the positive endorsement in the 2023 Staff Survey factors of:a. Build resilience & a resilient supportive environment from 33% to 40%b. Staff trust in colleagues from 57% to 61%
		To increase the positive endorsements in the POS for the following factors: • Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)	To increase the positive endorsement in the 2023 Parent Survey factors of:a. Confidence and resiliency skills from 66% to 72%

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	To reduce the percentage of Year 9 students in the bottom 3 bands of NAPLAN in Reading, Writing and Numeracy. SWPBS Goal To demonstrate a reduction in the proportion of 2023 early leavers (reported in 2024). to maintain or improve the completion rate of VCE-VM and VPC students compared to previous VCAL rates.	
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 improve students' literacy and numeracy achievements throughout their schooling.**	
12 Month Target 2.1	To maintain the percentage of students in the Top 2 bands of NAPLAN between Year 7 (2021) and Year 9 (2023) in Reading (30 students), Writing (24 students) and Numeracy (30 students). To have the following percentage of students at Year 9 in the Top 2 Bands of NAPLAN - Reading (13%), Writing (10%) and Numeracy (10%).	
12 Month Target 2.2	Reading & Viewing - from 66.75% to 70% Writing - from 63.25% to 67% Number & Algebra - from 31% to 60%(Yr 7), from 71% to 75% (Yr 8-10)	
12 Month Target 2.3	To increase the VCE mean study score to 29 (27 in 2022) To increase the percentage of students with a study score above 40 to 2.5% (1.1% in 2022)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies	Yes
KIS 2.b Building practice excellence	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.	Yes

KIS 2.c Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.	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.	After a number of years with just working on the DET Priority Area we have determined that we need to extend the focus of school improvement to our Strategic Plan goals and areas for improvement. This work will be sequenced over 2023 and 2024 to build capacity and in turn the outcomes for our students.	

Goal 3	To develop independent and self-regulated learners.	
12 Month Target 3.1	To increase the positive endorsement in the 2023 Student Attitudes to School survey factors of: a. Student Voice and Agency from 37% to 46% b. Learning Confidence from 51% to 56%	
12 Month Target 3.2	To increase the positive endorsement in the 2023 Parent Opinion Survey factors of: a. Student Voice and Agency from 52% to 58% b. Student Confidence & Resilience from 52% to 58%	
12 Month Target 3.3	To reduce the number of average absence days per students to at or below 20.0.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	To build and develop the whole school community's understanding of student agency.	No
KIS 3.b Building practice excellence	To build teacher capacity to consistently include student agency practices into their teaching and learning.	No

KIS 3.c Empowering students and building school pride	To develop a suite of tools and processes that enable opportunities for students to activate student agency around the college.	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.	After a number of years with just working on the DET Priority Area we have determined that we need to extend the focus of school improvement to our Strategic Plan goals and areas for improvement. This work will be sequenced over 2023 and 2024 to build capacity and in turn the outcomes for our students.	

Goal 4	To improve emotional intelligence and resiliency.
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12 Month Target 4.2	To increase the positive endorsement in the 2023 Staff Survey factors of: a. Build resilience & a resilient supportive environment from 33% to 40% b. Staff trust in colleagues from 57% to 61%
12 Month Target 4.3	To increase the positive endorsement in the 2023 Parent Survey factors of: a. Confidence and resiliency skills from 66% to 72%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).	Yes
KIS 4.b Building practice excellence	To build staff capacity for the high-fidelity implementation of the whole school approach.	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.	After a number of years with just working on the DET Priority Area we have determined that we need to extend the focus of school improvement to our Strategic Plan goals and areas for improvement. This work will be sequenced over 2023 and 2024 to build capacity and in turn the outcomes for our students.

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	To reduce the percentage of Year 9 students in the bottom 3 bands of NAPLAN in Reading, Writing and Numeracy. SWPBS Goal To demonstrate a reduction in the proportion of 2023 early leavers (reported in 2024). to maintain or improve the completion rate of VCE-VM and VPC students compared to previous VCAL rates.
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	If staff identify students who have not met expected learning progress or who are not being adequately stretched and we then deliver targeted intervention and support, then learner catch up and growth is increased. a. Implement the MYLNS program as a core component of the ESC Intervention & Support Program. b. Implement the Tutor Learning Initiative in Literacy, Numeracy and Engagement, as a core component of the ESC Intervention & Support Program. c. Provide support to "Top 2 Band" students to maintain learning growth and momentum.
Outcomes	Leaders will… • Evaluate and refine ESC's intervention and support program • Provide leadership and guidance to the intervention and support team • Ensure a common understanding of the key components for intervention and support programs. • Accessible data to support all activities Teachers will… • Understand the nature of intervention and support and ensure that instruction is documented and based on agreed student assessment data. • Intervention and support teachers & staff will work with small groups of students to progress their literacy and numeracy outcomes. • Ensure clear and regular communication between support/intervention staff and classroom teachers to support student

	progress and growth. Students will… • Identify where they are on the learning continuum in literacy and numeracy. • Students will know what their next steps are in progressing their growth and achievement in literacy and numeracy.
Success Indicators	NAPLAN 2023 data - reading, writing and numeracy - increase percentage of Top 2 Band students - reduce the percentage of students in the Bottom 3 bands - maintain students in the Top 2 Bands between Year 7 & 9 Teacher Judgements - comparison of 2022.1 / 2023.1 and 2022.2 / 2023.2 - 12 months learning growth for students PAT-R and PAT-M data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Literacy & Numeracy Learning Specialists assigned to provide support and guidance to MYLNS Teachers.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
MYLNS students identified and scheduled for support by MYLNS teachers during the school year.	☑ Literacy Improvement Teacher	☐ PLP Priority	from: Term 1	$0.00

	☑ Numeracy Improvement Teacher		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
MYLNS teachers deliver evidence based intervention and support via a consistent intervention/support model	☑ Literacy Improvement Teacher ☑ Numeracy Improvement Teacher	☐ PLP Priority	from: Term 2 to: Term 4	$74,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Development of an evidence, high impact support and intervention model for the MYLNS and Tutor Learning Initiatives.	☑ Assistant Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$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
Tutor Learning students identified and scheduled for support by Tutors during the school year, in five week blocks.	☑ 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
Tutors deliver evidence based intervention and support via a consistent intervention/support model	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$440,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
2021 and 2022 NAPLAN Top 2 Band students identified, with all teachers informed of who these students are. (Reading, Writing and Numeracy)	☑ Data Leader ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	If we ensure a multi-tiered system of support is in place across the College to support student wellbeing and learning and this is consistently delivered, then student engagement, attendance and wellbeing will be enhanced. a. Continue to build and develop Tier 1 SWPBS process and practices with high levels of fidelity. b. Clearly document the multi-tiered system of support that exists across the College to support students' health, wellbeing and attendance. c. Implement the schools multi-tiered system of support for all year levels with increasing levels of fidelity across the College. d. Develop a comprehensive and documented process/protocol for monitoring students at risk of leaving early,
Outcomes	Leaders will • Actively participate in the school's SWPBS Team, sharing roles and responsibilities to enable shared knowledge and support to staff. • Review, refine, document and impart SWPBS process and practices across the school. • Regularly review data to support the focus of SWPBS • Lead the development and documentation of the multi-tiered systems of support in the area of student health, wellbeing and attendance.

	• Utilise the Mental Health Menu and budget in supporting identified wellbeing needs across the school. Teachers will • Build their understanding of school processes and procedures to support SWPBS through professional learning. • Implement processes, procedures and policy with increased levels of fidelity across the College. • Find and document opportunities for course counselling within the curriculum from Year 7-9. • Support students to access appropriate supports and interventions across the College. Students will • Monitor their goals, engagement, wellbeing and behaviour and seek assistance in support and adjusting, as required. • Identify and articulate their pathways goals. • Monitor their attendance and adjust as required.
Success Indicators	SWPBS Data: • Documented SWPBS Action Plan • Tiered Fidelity Inventory – greater than 70% • Self-Assessment Survey (SAS) – 70% in place on school-wide systems and non-classroom setting systems, 80% participation by staff. • SWPBS Big 5 data sets • SWPBS Team minutes Student suspension data – decrease in data from 2022. XUNO Completed Incident Report data. Student Attitude to School Survey - Student Attendance data, including at-risk register VCE (Vocational Major) and Victorian Pathways Certificate completion rates

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to build and develop Tier 1 SWPBS process and practices with high levels of fidelity. • Action Plan includes goals, steps, timelines, resources,	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1	$10,000.00

communications, responsible party, evaluation, current status • SWPBS Matrix of expectations and associated behaviours. • Information for staff – expectations, behaviours, rules and school wide acknowledgement system • Information for students & families – as per staff • Behaviour / skill lessons developed to support SWPBS Matrix • School wide acknowledgement system is fully documented • School wide system for discouraging and responding to inappropriate behaviour • SWPBS Team meets regularly with Minutes and use of Big 5 Data	☑ SWPBS Leader/Team		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
Clearly document the multi-tiered system of support that exists across the College to support students' health, wellbeing and attendance.	☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ 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 schools multi-tiered system of support for all year levels with increasing levels of fidelity across the College, including the appointment of further wellbeing staff	☑ All Staff ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 4	$100,000.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a comprehensive and documented process/protocol for monitoring students at risk of leaving early, including: • Consistent incorporation of course counselling into curriculum from Year 7, and using Morrisby to support subject selection. • Enhanced focus on students at risk, including tracking attendance as a key predictor of early leavers. • Planning curriculum to meet and enhance student aspirations • Clear roles and expectations for course counsellors • Connection to senior secondary reform implementation.	☑ All Staff ☑ Careers 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
Utilise the Career Education Planning and Improvement Tool (CEPI) to further enhance our Career Practices and supports across the College.	☑ Careers Leader/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
Recruitment, induction and ongoing coaching for 3 additional Leading Teachers to support student wellbeing and a positive climate for learning - providing 1 LT to lead and manage each year level.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$420,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Goal 2	To improve students' literacy and numeracy achievements throughout their schooling.
12 Month Target 2.1	To maintain the percentage of students in the Top 2 bands of NAPLAN between Year 7 (2021) and Year 9 (2023) in Reading (30 students), Writing (24 students) and Numeracy (30 students). To have the following percentage of students at Year 9 in the Top 2 Bands of NAPLAN - Reading (13%), Writing (10%) and Numeracy (10%).
12 Month Target 2.2	Reading & Viewing - from 66.75% to 70% Writing - from 63.25% to 67% Number & Algebra - from 31% to 60%(Yr 7), from 71% to 75% (Yr 8-10)
12 Month Target 2.3	To increase the VCE mean study score to 29 (27 in 2022) To increase the percentage of students with a study score above 40 to 2.5% (1.1% in 2022)
KIS 2.a	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies

Curriculum planning and assessment	
Actions	If we document agreed literacy and numeracy strategies in a consistent format then teachers are more likely to include and use them effectively in their lesson planning and teaching, leading to improved students outcomes in literacy and numeracy. a. To develop consistent, school wide curriculum planning and documentation tools for the use of all teachers, in all curriculum areas.
Outcomes	Leaders will: • Work with Learning Area Leaders to develop consistent, school wide curriculum planning templates. • Share best practice through the provision of exemplar documentation to staff. Teachers will: • Use the documentation consistently to record key literacy and numeracy strategies to be used in classes. • Include agreed literacy and numeracy strategies in their lesson plans and delivery Students will: • Be able to articulate the literacy and numeracy strategies that they are using to support their learning.
Success Indicators	Analysis of curriculum documentation with evidence of greater than 90% of curriculum units incorporating key literacy & numeracy strategies Learning Walks and PLC Peer Observations provide evidence of the regular use of agreed literacy and numeracy strategies in classrooms. Student work samples demonstrate the use of agreed strategies within classrooms.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Undertake work with Learning Area Leaders to develop consistent school wide curriculum templates that incorporate key literacy and numeracy strategies for each class.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 1	$3,200.00 ☐ 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
Provide professional learning to all staff on the use of the school wide curriculum planning templates, in order to support high fidelity implementation.	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 2 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
Develop modelled examples of exemplar documentation that includes literacy and numeracy strategies.	☑ School Improvement Team	☐ PLP Priority	from: Term 2 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

KIS 2.b Building practice excellence	To build teacher confidence, competence & capacity to implement with high fidelity the ESC Instructional Model, incorporate HITS and the agreed ESC literacy and numeracy strategies.
Actions	If literacy and numeracy strategies can be explicitly taught and practiced across all curriculum areas and subjects (Year 7-12), then student literacy and numeracy understanding, growth and achievement will improve. a. Continue to develop staff capacity to implement evidence based, highly effective literacy strategies within all subjects, Year 7-12, across the College. (DSSI) b. Build teacher capacity to utilise literacy strategies by ensuring that each PLC cycle has at least one literacy strategy being utilised by each PLC team. (DSSI) c. Utilise the numeracy tool kit and other evidence based, high impact teaching strategies to support students' numeracy and maths achievement and growth in all Maths classes, Year 7-10.
Outcomes	• Teachers develop high quality learning intentions and success criteria. • Middle leaders model the use of the ESC Instructional model, HITs and literacy and numeracy strategies in demonstration lessons. • Teachers plan and use the ESC instructional model in their teaching practice. • The ESC Instructional model, HITs and literacy and numeracy strategies are identified as strategies for improvement in PLCs
Success Indicators	Learning intentions and success criteria on lesson plans Teachers are confident in their use of the ESC Instructional model, HITs and literacy and numeracy strategies as measured in staff opinion surveys. Improved student literacy and numeracy outcomes measured on a regular basis through pre and post testing and formative assessment. Learning walks show teachers using the ESC Instructional model, HITs and literacy and numeracy strategies

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue to develop staff capacity to implement evidence based, highly effective literacy strategies within all subjects, Year 7-12, across the College, through ongoing professional learning. - including the explicit link between strategies - HITS and the Instructional Model	☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Teacher(s) ☑ Teaching Partners (DSSI)	☑ 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
Model, observe and provide feedback on the delivery of literacy and numeracy strategies in the classroom	☑ Learning Specialist(s) ☑ School Improvement Team ☑ Teaching Partners (DSSI)	☐ 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
Provide Coaching of individual teachers from planning to delivery and reflection on the outcomes of the use of literacy and numeracy strategies.	☑ Learning Specialist(s) ☑ Literacy Leader	☐ PLP Priority	from: Term 1	$50,000.00

	☑ Numeracy Leader		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
Professional Learning for all teaching staff to support the implementation of PLC's with a high level of fidelity.	☑ Leading Teacher(s) ☑ PLC Leaders	☐ 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
Learning Area Teams and PLC groups identify clear areas of focus for literacy and numeracy skills through the analysis of data and student work samples	☑ Curriculum Co-ordinator (s) ☑ PLC Leaders ☑ Teacher(s)	☐ PLP Priority	from: Term 2 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
Provision of time to support learning specialists to access other classrooms and undertake coaching of identified teachers. 1 day per week x 5 Learning Specialists	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$140,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2.c Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.
Actions	If teachers can identify students point of learning need and then build learning opportunities around this, then student achievement and growth levels will improve. a. Utilisation and application of student learning data to influence and support learning – provision of tools & practice – link to PLC b. Data literacy – including use of data wall for each class
Outcomes	Teachers will regularly use data to to identify students requiring extension and support which will inform curriculum and assessment planning to meet the needs of students through differentiated learning. Teachers track the growth of students over time make adjustments to teaching, learning and assessment as needed.

Success Indicators	Student achievement and growth data
	Staff Opinion Survey
	PLC growth data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ensure that NAPLAN, PAT and AAS assessment data is available to all teachers via XUNO.	☑ Data Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$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
Professional learning on data literacy is provided to all staff to support differentiation and the work of PLC groups. - Utilising XUNO - Interpreting data sets - Developing a user friendly class data wall (9 square)	☑ Data Leader ☑ Leadership Team ☑ School Improvement 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
Evidence of the use of data is present within all PLC groups during 2023. Data can include: - pre / post tests - NAPLAN, PAT, AAS - what students do, say, make or write	☑ PLC Leaders ☑ 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
Provision of time and coaching support for Leading Teacher Pedagogy & Data. 5 periods per week.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4		$28,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	To develop independent and self-regulated learners.

12 Month Target 3.1	To increase the positive endorsement in the 2023 Student Attitudes to School survey factors of: a. Student Voice and Agency from 37% to 46% b. Learning Confidence from 51% to 56%
12 Month Target 3.2	To increase the positive endorsement in the 2023 Parent Opinion Survey factors of: a. Student Voice and Agency from 52% to 58% b. Student Confidence & Resilience from 52% to 58%
12 Month Target 3.3	To reduce the number of average absence days per students to at or below 20.0.
KIS 3.c Empowering students and building school pride	To develop a suite of tools and processes that enable opportunities for students to activate student agency around the college.
Actions	If students are equipped with the knowledge and the skills to activate their own agency in a range of learning areas and supported by their teachers to do so, then students will more effectively engage with and take ownership of their learning, wellbeing and social outcomes. a. Build the understanding of leaders to ensure a shared understanding about student agency and what it looks like at Epping Secondary College. b. Build the capacity of teachers to utilise a range of tools to develop student agency within the classrooms that they teach. c. Support teachers to trial a range of tools to enhance student agency, ensuring that this is monitored and adjusted using both student and staff feedback/voice.
Outcomes	Middle leaders will have a shared understanding about student agency and what it looks like at Epping Secondary College. Learning Specialists and Learning Area Leaders will provide targeted coaching and mentor support on student agency. Teachers are explicitly teaching student agency and providing opportunities for students to engage with student agency practices in the classroom
Success Indicators	Student Attitudes to School Survey Local surveys and qualitative interviews measure the levels of agency a student experience in the classroom.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leadership Team and School Improvement Team engage in professional reading to develop a broader understanding of student agency, leading to a shared understanding of what successful student agency will look like at Epping Secondary College	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$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
Co-design and co-construct tools for delivering student agency.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ 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
Tailored professional learning resources and after school PL on student agency, incorporating Coaching and mentor support from	☑ Assistant Principal ☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 2	$0.00

Assistant Principal of teaching and learning	☑ Teacher(s)		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

Goal 4	To improve emotional intelligence and resiliency.
12 Month Target 4.1	To increase the positive endorsement in the 2023 Student Attitudes to School survey factors of: a. Perseverance from 52% to 59% b. Sense of Connectedness from 39% to 45% c. Sense of Confidence from 51% to 58%
12 Month Target 4.2	To increase the positive endorsement in the 2023 Staff Survey factors of: a. Build resilience & a resilient supportive environment from 33% to 40% b. Staff trust in colleagues from 57% to 61%
12 Month Target 4.3	To increase the positive endorsement in the 2023 Parent Survey factors of: a. Confidence and resiliency skills from 66% to 72%
KIS 4.a Health and wellbeing	To develop a whole school approach to equip young people with personal skills to support their emotional intelligence and resiliency (to support a holistic approach to student development).
Actions	If continue to develop a positive, safe and orderly learning environment for our students that fosters emotional intelligence & resilience, then we will see improved student mental health, wellbeing and academic outcomes. a. Develop, document and implement a whole school pastoral care program that incorporates the teaching of emotional intelligence and resilience at all Year levels.
Outcomes	Leaders will: • Develop, document, lead implementation and review of a Year 7-12 Pastoral Care program across the College.

	• Utilise data to identify opportunities to support students at Tier 1, Tier 2 and Tier 3 • Monitor the documentation and implementation of the Pastoral Care Program through learning walks and other data tools. Teachers will: • Undertake professional learning to support their implementation of the Pastoral Care program. • Provide feedback to leaders on the effectiveness of the pastoral care program at the end of each term. • Deliver the pastoral care program to students with a high level of fidelity across each year level. Students will: • Actively engage in pastoral care sessions. • Provide termly feedback on the Pastoral Care program • Demonstrate growing levels of emotional intelligence and resilience.
Success Indicators	Student Attitudes to School Data XUNO Attendance Data Student Surveys - to be conducted at the end of each term Parent Opinion Survey

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Formation of team and briefing on role, accountabilities and success measures for the development of the Pastoral Care Program.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 1	$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
Pastoral Care Development Team to develop and document program for implementation,	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$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
Provide ongoing data and data literacy learning to Year Level Leading Teachers to support the monitoring and implementation of the Pastoral Care program.	☑ Data 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
Undertake Learning Walks to inform the ongoing development, implementation and monitoring of the Pastoral Care program. (Twice per term)	☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1	$0.00

				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
KIS 4.b Building practice excellence	To build staff capacity for the high-fidelity implementation of the whole school approach.				
Actions	If a consistent, school wide approach to student management and relationships is applied across the College by all staff, then a more positive school culture and climate will exist to support student learning and wellbeing. a. Develop consistent classroom expectations for learning and wellbeing that support a positive school climate and culture. b. Build capacity of staff to establish and maintain positive relationships with students c. Build staff capacity to respond effectively to student management issues across the college to support a positive climate for learning.				
Outcomes	Leaders will: • Support staff, students and families with knowledge and implementation of the school's Student Code of Behaviour and supporting documents. • Support staff and students will knowledge and implementation of SWPBS strategies. Teachers and staff will: • Become familiar with, and seek support and clarification about, the school's Student Code of Behaviour, supporting documents and SWBPS strategies. • Actively build positive student-staff relationships. • Actively strive to know students and build positive student-staff relationships Students will: • Develop knowledge of the content, philosophy and implementation of the school's Student Code of Behaviour and supporting documents and SWPBS strategies.				

	- Demonstrate improved behaviour around the College
Success Indicators	Student Attitude to Schools Data XUNO data Suspension Data Parent Opinion Survey data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide ongoing professional learning for staff around the Student Code of Behaviour and development of positive student -teacher relationshipos.	☑ Assistant Principal ☑ Leading Teacher(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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,275,382.32	$930,380.00	$345,002.32
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$115,499.37	$115,500.00	-$0.63
Total	**$1,390,881.69**	**$1,045,880.00**	**$345,001.69**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Literacy & Numeracy Learning Specialists assigned to provide support and guidance to MYLNS Teachers.	$10,000.00
Continue to build and develop Tier 1 SWPBS process and practices with high levels of fidelity. • Action Plan includes goals, steps, timelines, resources, communications, responsible party, evaluation, current status • SWPBS Matrix of expectations and associated behaviours. • Information for staff – expectations, behaviours, rules and school wide acknowledgement system • Information for students & families – as per staff • Behaviour / skill lessons developed to support SWPBS Matrix • School wide acknowledgement system is fully documented • School wide system for discouraging and responding to inappropriate behaviour • SWPBS Team meets regularly with Minutes and	$10,000.00

use of Big 5 Data	
Implement the schools multi-tiered system of support for all year levels with increasing levels of fidelity across the College, including the appointment of further wellbeing staff	$100,000.00
Recruitment, induction and ongoing coaching for 3 additional Leading Teachers to support student wellbeing and a positive climate for learning - providing 1 LT to lead and manage each year level.	$420,000.00
Provide Coaching of individual teachers from planning to delivery and reflection on the outcomes of the use of literacy and numeracy strategies.	$50,000.00
Provision of time to support learning specialists to access other classrooms and undertake coaching of identified teachers. 1 day per week x 5 Learning Specialists	$140,000.00
Provision of time and coaching support for Leading Teacher Pedagogy & Data. 5 periods per week.	$28,000.00
Totals	$758,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Literacy & Numeracy Learning Specialists assigned to provide support and guidance to MYLNS Teachers.	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing
Continue to build and develop Tier 1 SWPBS process and practices	from: Term 1	$10,000.00	☑ Other TBA

with high levels of fidelity. • Action Plan includes goals, steps, timelines, resources, communications, responsible party, evaluation, current status • SWPBS Matrix of expectations and associated behaviours. • Information for staff – expectations, behaviours, rules and school wide acknowledgement system • Information for students & families – as per staff • Behaviour / skill lessons developed to support SWPBS Matrix • School wide acknowledgement system is fully documented • School wide system for discouraging and responding to inappropriate behaviour • SWPBS Team meets regularly with Minutes and use of Big 5 Data	to: Term 4		
Recruitment, induction and ongoing coaching for 3 additional Leading Teachers to support student wellbeing and a positive climate for learning - providing 1 LT to lead and manage each year level.	from: Term 1 to: Term 4	$420,000.00	☑ School-based staffing
Provide Coaching of individual teachers from planning to delivery and reflection on the outcomes of the use of literacy and numeracy strategies.	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing

Provision of time to support learning specialists to access other classrooms and undertake coaching of identified teachers. 1 day per week x 5 Learning Specialists	from: Term 1 to: Term 4	$140,000.00	☑ School-based staffing
Provision of time and coaching support for Leading Teacher Pedagogy & Data. 5 periods per week.	from: Term 1 to: Term 4	$28,000.00	☑ School-based staffing
Totals		**$658,000.00**	

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**
Implement the schools multi-tiered system of support for all year levels with increasing levels of fidelity across the College, including the appointment of further wellbeing staff	from: Term 2 to: Term 4	$100,000.00	☑ Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		**$100,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Quick Smart Literacy Support	$70,000.00
Learner Support Program & Hands On Learning	$142,380.00
IT: Laptop Devices - acquisition of devices to support the introduction of NAPLAN Online to ensure that all students have access.	$60,000.00
External supports for mental health	$15,000.00
Totals	$287,380.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Quick Smart Literacy Support	from: Term 1 to: Term 4	$70,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Learner Support Program & Hands On Learning	from: Term 1 to: Term 4	$142,380.00	☑ School-based staffing
IT: Laptop Devices - acquisition of devices to support the introduction of NAPLAN Online to ensure that all students have access.	from: Term 1 to: Term 4	$60,000.00	☑ Assets
External supports for mental health	from: Term 1	$0.00	

Activities and Milestones	When	Funding allocated ($)	Category
	to: Term 4		
Totals		**$272,380.00**	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Quick Smart Literacy Support	from: Term 1 to: Term 4		
Learner Support Program & Hands On Learning	from: Term 1 to: Term 4		
IT: Laptop Devices - acquisition of devices to support the introduction of NAPLAN Online to ensure that all students have access.	from: Term 1 to: Term 4		
External supports for mental health	from: Term 1 to: Term 4		
Totals		**$0.00**	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Quick Smart Literacy Support	from: Term 1 to: Term 4	$0.00	
Learner Support Program & Hands On Learning	from: Term 1 to: Term 4	$0.00	
IT: Laptop Devices - acquisition of devices to support the introduction of NAPLAN Online to ensure that all students have access.	from: Term 1 to: Term 4		
External supports for mental health	from: Term 1 to: Term 4	$15,500.00	☑ Brief interventions in youth mental health (BIT)(Orygen) **This activity will use Mental Health Menu programs** o Program delivered in school by external service provider
Totals		$15,500.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Continue to build and develop Tier 1 SWPBS process and practices with high levels of fidelity. • Action Plan includes goals, steps, timelines, resources, communications, responsible party, evaluation, current status • SWPBS Matrix of expectations and associated behaviours. • Information for staff – expectations, behaviours, rules and school wide acknowledgement system • Information for students & families – as per staff • Behaviour / skill lessons developed to support SWPBS Matrix • School wide acknowledgement system is fully documented • School wide system for discouraging and responding to inappropriate behaviour • SWPBS Team meets regularly with Minutes and	☑ Assistant Principal ☑ Principal ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources SWPBS	☑ On-site

use of Big 5 Data						
Implement the schools multi-tiered system of support for all year levels with increasing levels of fidelity across the College, including the appointment of further wellbeing staff	☑ All Staff ☑ Wellbeing Team	from: Term 2 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Develop a comprehensive and documented process/protocol for monitoring students at risk of leaving early, including: • Consistent incorporation of course counselling into curriculum from Year 7, and using Morrisby to support subject selection. • Enhanced focus on students at risk, including tracking attendance as a key predictor of early leavers. • Planning curriculum to meet and enhance student aspirations • Clear roles and expectations for course counsellors • Connection to senior secondary reform implementation.	☑ All Staff ☑ Careers Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Subject association	☑ On-site

Continue to develop staff capacity to implement evidence based, highly effective literacy strategies within all subjects, Year 7-12, across the College, through ongoing professional learning. - including the explicit link between strategies - HITS and the Instructional Model	☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Teacher(s) ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Teaching partners ☑ Literacy Leaders	☑ On-site