

# **2022 Annual Implementation Plan**

## **for improving student outcomes**

Epping Secondary College (7813)



Submitted for review by Bradley Moyle (School Principal) on 28 April, 2022 at 10:10 AM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 28 April, 2022 at 04:13 PM  
Endorsed by Stuart Lord (School Council President) on 09 May, 2022 at 05:10 PM

## Self-evaluation Summary - 2022

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

<b>Leadership</b>	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	

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

<b>Support</b>	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	

<b>Enter your reflective comments</b>	N/A
<b>Considerations for 2022</b>	See School Review Report from 2021
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;          Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>Target 1.1</b>	Support for the 2022 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	To improve students' literacy and numeracy achievements throughout their schooling.
<b>Target 2.1</b>	NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in: <ul style="list-style-type: none"> <li>• Reading from 11 per cent (2019) to 16 per cent (2024)</li> <li>• Writing from 5 per cent (2019) to 11 per cent (2024)</li> <li>• Numeracy from 8 per cent (2019) to 18 per cent (2024)</li> </ul>
<b>Target 2.2</b>	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).

<b>Target 2.3</b>	<p>VCE:</p> <ul style="list-style-type: none"> <li>• To increase the VCE mean study score from 28 (2020) to at least 29 (2024)</li> <li>• To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	To ensure curriculum planning and assessment documentation includes agreed ESC literacy & numeracy strategies
<b>Key Improvement Strategy 2.b</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.
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	To utilise evidence of student learning to inform targeted teaching and learning practices across the college.
<b>Goal 3</b>	To develop independent and self-regulated learners.
<b>Target 3.1</b>	<p>To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 46 per cent (2019) to 60 per cent (2024)</li> <li>• Learning confidence from 61 per cent (2019) to 70 per cent (2024)</li> <li>• Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)</li> </ul>
<b>Target 3.2</b>	To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors:

	<ul style="list-style-type: none"> <li>• Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024)</li> <li>• Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024)</li> <li>• Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)</li> </ul>
<b>Target 3.3</b>	Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	To build and develop the whole school community's understanding of student agency.
<b>Key Improvement Strategy 3.b</b> Building practice excellence	To build teacher capacity to consistently include student agency practices into their teaching and learning.
<b>Key Improvement Strategy 3.c</b> 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.
<b>Goal 4</b>	To improve emotional intelligence and resiliency.
<b>Target 4.1</b>	<p>To increase the positive endorsements in the AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Resilience from 59 per cent (2019) to 65 per cent (2024)</li> <li>• School Connectedness from 54 per cent (2019) to 64 per cent (2024)</li> <li>• Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)</li> </ul>

<b>Target 4.2</b>	<p>To increase the positive endorsements in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> <li>• Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024)</li> <li>• Staff trust in colleagues from (To be determined)</li> </ul>
<b>Target 4.3</b>	<p>To increase the positive endorsements in the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Health and wellbeing	<p>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).</p>
<b>Key Improvement Strategy 4.b</b> Building practice excellence	<p>To build staff capacity for the high-fidelity implementation of the whole school approach.</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2022 Priorities Goal</b></p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>a. To increase the percentage of Year 9 students in the Top 2 Bands in NAPLAN in the areas of Reading, Writing and Numeracy.</li> <li>b. To have at least 75% of students demonstrated at least one year of growth for one year of learning for English and Mathematics from Year 7 to 10.</li> <li>c. To increase the VCE mean study score from 28 to at least 29.</li> <li>d. To increase the percentage of students with a study score above 40 to 4%.</li> <li>e. To increase the positive endorsements in the Student Survey factors of Student Voice &amp; Agency, Learning Confidence &amp; Self-regulation and goal setting by a minimum of 3%.</li> <li>f. To increase the positive endorsements in the Parent Survey factors of Student Voice &amp; Agency, Confidence &amp; Resilience, Student Motivation &amp; Support</li> </ul>



			<p>by a minimum of 3%.</p> <p>g. To reduce the number of average absence days from 22.5 to 21.5 days per student.</p> <p>h. To increase the positive endorsements in the Student Survey factors of Resilience, School Connectedness and Sense of Confidence by at least 3%.</p> <p>i. To increase the positive endorsements in the Staff Survey factors of Build Resilience &amp; Staff Trust in Colleagues by at least 3%.</p> <p>j. To increase the positive endorsements in the Parent Survey factors of Confidence &amp; Resiliency Skills by at least 3%.</p> <p>k. To ensure that at least 75% of students accessing support programs in 2022 have measurable growth in their identified area of support.</p>
To improve students' literacy and numeracy achievements throughout their schooling.	No	<p>NAPLAN: To increase the percentage of Year 9 students in the top 2 NAPLAN Bands in:</p> <ul style="list-style-type: none"> <li>• Reading from 11 per cent (2019) to 16 per cent (2024)</li> <li>• Writing from 5 per cent (2019) to 11 per cent (2024)</li> <li>• Numeracy from 8 per cent (2019) to 18 per cent (2024)</li> </ul>	

		<p>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).</p>	
		<p>VCE:</p> <ul style="list-style-type: none"> <li>• To increase the VCE mean study score from 28 (2020) to at least 29 (2024)</li> <li>• To increase the percentage of students with a study score above 40 from 2 per cent (2020) to 4 per cent (2024)</li> </ul>	
<p>To develop independent and self-regulated learners.</p>	<p>No</p>	<p>To increase the positive endorsements in the Attitudes to School Survey (AtoSS) in the following factors:</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 46 per cent (2019) to 60 per cent (2024)</li> <li>• Learning confidence from 61 per cent (2019) to 70 per cent (2024)</li> <li>• Self-regulation and goal setting from 54 per cent (2019) to 65 per cent (2024)</li> </ul>	
		<p>To increase the positive endorsements in the Parent Opinion Survey (POS) in the following factors:</p>	

		<ul style="list-style-type: none"> <li>• Student Voice and Agency from 79 per cent (2019) to 85 per cent (2024)</li> <li>• Confidence and Resilience from 77 per cent (2019) to 80 per cent (2024)</li> <li>• Student Motivation and Support from 62 per cent (2019) to 65 per cent (2024)</li> </ul>	
		Student Attendance: To reduce the number of average absence days per student from 22.5 (2019) to 19 (2024).	
To improve emotional intelligence and resiliency.	No	<p>To increase the positive endorsements in the AtoSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Resilience from 59 per cent (2019) to 65 per cent (2024)</li> <li>• School Connectedness from 54 per cent (2019) to 64 per cent (2024)</li> <li>• Sense of Confidence from 61 per cent (2019) to 68 per cent (2024)</li> </ul>	
		<p>To increase the positive endorsements in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> <li>• Build resilience and a resilient supportive environment from 54 per cent (2019) to 60 per cent (2024)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Staff trust in colleagues from (To be determined)</li> </ul>	
		<p>To increase the positive endorsements in the POS for the following factors:</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency skills from 77 per cent (2019) to 82 per cent (2024)</li> </ul>	

<b>Goal 1</b>	<p>&lt;b&gt;2022 Priorities Goal&lt;/b&gt;&lt;br/&gt;  Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<b>12 Month Target 1.1</b>	<p>a. To increase the percentage of Year 9 students in the Top 2 Bands in NAPLAN in the areas of Reading, Writing and Numeracy.</p> <p>b. To have at least 75% of students demonstrated at least one year of growth for one year of learning for English and Mathematics from Year 7 to 10.</p> <p>c. To increase the VCE mean study score from 28 to at least 29.</p> <p>d. To increase the percentage of students with a study score above 40 to 4%.</p> <p>e. To increase the positive endorsements in the Student Survey factors of Student Voice &amp; Agency, Learning Confidence &amp; Self-regulation and goal setting by a minimum of 3%.</p> <p>f. To increase the positive endorsements in the Parent Survey factors of Student Voice &amp; Agency, Confidence &amp; Resilience,</p>

	<p>Student Motivation &amp; Support by a minimum of 3%.</p> <p>g. To reduce the number of average absence days from 22.5 to 21.5 days per student.</p> <p>h. To increase the positive endorsements in the Student Survey factors of Resilience, School Connectedness and Sense of Confidence by at least 3%.</p> <p>i. To increase the positive endorsements in the Staff Survey factors of Build Resilience &amp; Staff Trust in Colleagues by at least 3%.</p> <p>j. To increase the positive endorsements in the Parent Survey factors of Confidence &amp; Resiliency Skills by at least 3%.</p> <p>k. To ensure that at least 75% of students accessing support programs in 2022 have measurable growth in their identified area of support.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 2</b> Priority 2022 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 2022.	

## Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p><b>2022 Priorities Goal</b> Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p><b>12 Month Target 1.1</b></p>	<ul style="list-style-type: none"> <li>a. To increase the percentage of Year 9 students in the Top 2 Bands in NAPLAN in the areas of Reading, Writing and Numeracy.</li> <li>b. To have at least 75% of students demonstrated at least one year of growth for one year of learning for English and Mathematics from Year 7 to 10.</li> <li>c. To increase the VCE mean study score from 28 to at least 29.</li> <li>d. To increase the percentage of students with a study score above 40 to 4%.</li> <li>e. To increase the positive endorsements in the Student Survey factors of Student Voice &amp; Agency, Learning Confidence &amp; Self-regulation and goal setting by a minimum of 3%.</li> <li>f. To increase the positive endorsements in the Parent Survey factors of Student Voice &amp; Agency, Confidence &amp; Resilience, Student Motivation &amp; Support by a minimum of 3%.</li> <li>g. To reduce the number of average absence days from 22.5 to 21.5 days per student.</li> <li>h. To increase the positive endorsements in the Student Survey factors of Resilience, School Connectedness and Sense of Confidence by at least 3%.</li> <li>i. To increase the positive endorsements in the Staff Survey factors of Build Resilience &amp; Staff Trust in Colleagues by at least 3%.</li> <li>j. To increase the positive endorsements in the Parent Survey factors of Confidence &amp; Resiliency Skills by at least 3%.</li> <li>k. To ensure that at least 75% of students accessing support programs in 2022 have measurable growth in their identified area of support.</li> </ul>

<b>KIS 1</b> Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop the data literacy of all teaching staff.</li> <li>2. Deliver evidence based programs to support the learning, engagement and wellbeing needs of vulnerable students.</li> <li>3. Develop and document an evidence and research based, guaranteed and viable maths curriculum for students in Years 7-10.</li> <li>4. Further develop staff confidence, competence and capacity to deliver evidence based literacy strategies in all curriculum areas with a focus on Reading and Writing.</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Students receive support at their point of learning and wellbeing need</li> <li>• Students understand where they are at with their learning, and what they need to do next to improve</li> <li>• Students articulate the typical structure of literacy and numeracy sessions</li> <li>• Students have opportunity to engage in Literacy and Numeracy lessons at their point of need.</li> <li>• Students explain and apply literacy strategies within their work and across subjects</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>• Teachers regularly use data to plan for learning and to support wellbeing</li> <li>• Teachers identify students' point of need in learning and wellbeing</li> <li>• Teachers select and employ appropriate strategies to support students' learning and wellbeing at their point of need</li> <li>• Teachers record and track student progress and achievement using agreed school wide tools</li> <li>• Teachers understand and explicitly use differentiated literacy learning activities across subject areas</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Leaders model a data-focused mindset and refer to evidence to support their decisions</li> <li>• Leaders support staff to improve their data and differentiation practices through prioritising time and providing professional learning opportunities</li> <li>• Leaders prioritise time for collaboration for literacy improvement and maths curriculum planning</li> <li>• Leaders support staff to develop their knowledge and capability to provide differentiated literacy teaching practices</li> </ul>
<b>Success Indicators</b>	Lead indicators of success: <ul style="list-style-type: none"> <li>- Notes from peer observations and learning walks show that staff are attempting to implement the 4 key actions for 2022.</li> <li>- Curriculum documentation and teacher planners shows evidence of planning for learning at individual students point of need.</li> <li>- Documented planning and assessment schedule for maths, Year 7-10.</li> <li>- Evidence of shared library storing professional readings and professional learning in the 4 action areas.</li> </ul>

	<p>Lag indicators of success:</p> <ul style="list-style-type: none"> <li>- PLC implementation, including teacher feedback and evidence of data use within each PLC cycle.</li> <li>- Teacher judgements / Summative Assessments</li> <li>- Utilisation of XUNO Maps</li> <li>- Staff Survey positive increase in responses for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice</li> <li>- End-of-year student survey shows changes to staff practice</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create an assessment schedule identifying pre-and post-assessment points, and links to common assessment tasks and opportunities for student voice	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish processes for recording student data, for example a data wall, teacher classroom records and XUNO Maps	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Data Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,855.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used



				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide ongoing professional learning for all staff to support data literacy, targeted teaching & support, maths curriculum planning and whole school literacy strategies. - Whole staff professional learning - Coaching - Peer Observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$198,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement the revised Epping Secondary College PLC practices commencing with the first cycle in Week 2, Term 2.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Provide PLC training for Learning Area Leaders as key drivers of the PLC process within their learning area. One half day per term.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Develop and implement whole school literacy development plan that articulates the core work for English Teachers and All Other Teachers with a particular focus on Reading and Writing.</p>	<p><input checked="" type="checkbox"/> Literacy Improvement Teacher</p> <p><input checked="" type="checkbox"/> Teacher(s)</p> <p><input checked="" type="checkbox"/> Teaching Partners (DSSI)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Implementation of key support strategies for students in 2022, including documentation of programs and evidence of impact.</p> <ul style="list-style-type: none"> <li>- Tutor Learning Initiative: Literacy, Numeracy &amp; Wellbeing</li> <li>- Quick Smart</li> <li>- Year 7 Literacy Pilot</li> <li>- Learner Support Program</li> <li>- ACE</li> </ul>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$768,478.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Documentation of an agreed, guaranteed and viable Mathematics Curriculum for Year 7-10 students that incorporates agreed instructional practices, assessments and consistent planning formats.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,500.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Utilise the DSSI Teaching Partners to support the ongoing improvement work in all areas of literacy across the College. With a key focus on the DET Literacy Toolkit and applicable strategies being evidence in classroom practice throughout the College, in both English and other Learning Areas.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<b>KIS 2</b> Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Engage all staff in order to develop a consistent school wide approach to student wellbeing, with particular emphasis on resilience.</li> <li>2. Build staff confidence, competence and capacity to include student agency activities and opportunities within their teaching and learning programs.</li> </ol>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Demonstrate increased levels of emotional awareness and resilience.</li> <li>- Demonstrate, model and articulate the school values.</li> <li>- Feel more connected to their student leaders and comfortable in discussing classroom learning.</li> <li>- Observe student leaders drive research and facilitate student opinion surveys</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- Trial professional learning opportunities in their classrooms to increase opportunities for student agency.</li> <li>- Share and interpret PIVOT data with students so that students own their data and classroom practices.</li> <li>- Assist students in the negotiation of choice within the classroom and observe higher levels of engagement from students they support. (ES Integration Team)</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Design and deliver professional learning for staff.</li> <li>- Support the documentation of student agency opportunities within curriculum documentation</li> <li>- Identify and celebrate examples of student agency that are endorse through student feedback.</li> </ul>			
<b>Success Indicators</b>	<p>Lead indicators of success:</p> <ul style="list-style-type: none"> <li>- increased student attendance levels</li> <li>- increased effort and growth data in student interim reports</li> <li>- higher visibility of SRC and Student Leaders</li> <li>- Decrease in reflection room referrals and data</li> <li>- Professional Learning calendar has evidence of emotional intelligence, resilience and student agency.</li> <li>- Respectful Relationships audit data</li> </ul>			

	<p>Lag indicators of success:</p> <ul style="list-style-type: none"> <li>- increased Student Attitude to School Survey variables of Student Agency, Stimulated Learning and Learning Confidence</li> <li>- evidence of student agency in the classroom evidenced in the schools performance &amp; development process</li> <li>- documented student agency activities evidence in curriculum and planning documents</li> <li>- decrease in student wellbeing referrals</li> <li>- increased student attendance levels</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establishment of Respectful Relationships Team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Respectful Relationships audit undertaken and professional learning delivered.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Introduction and implementation of Life Skills Go for Year 7-9 students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,045.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Ongoing staff professional learning delivered to support the introduction, implementation and effectiveness of Life Skills Go & The Resilience Project.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Introduction and implementation of The Resilience Project for students in Years 10-12.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,375.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review and modify the Learning for Life curriculum to support emotional intelligence, resilience and student agency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Research, document and implement an evidence based, high fidelity Wellbeing Tutor Program to students in need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional Learning for teaching staff with a focus on student agency.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and document a suite of student agency tools and techniques for teaching staff to utilise in their daily programs and classrooms.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



<p>Develop a shared understanding and language for the area of student agency across the College.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Refresh and recharge the College's approach to SWPBS via involvement in the Regional Training Program at Tier 1 - including the establishment of tier 1 practices, protocols and artefacts.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> SWPBS Leader/Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,245,611.00	\$1,017,512.00	\$228,099.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
<b>Total</b>	<b>\$1,245,611.00</b>	<b>\$1,017,512.00</b>	<b>\$228,099.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Provide ongoing professional learning for all staff to support data literacy, targeted teaching & support, maths curriculum planning and whole school literacy strategies. - Whole staff professional learning - Coaching - Peer Observations	\$198,000.00
Develop and implement whole school literacy development plan that articulates the core work for English Teachers and All Other Teachers with a particular focus on Reading and Writing.	\$5,500.00
Implementation of key support strategies for students in 2022, including documentation of programs and evidence of impact. - Tutor Learning Initiative: Literacy, Numeracy & Wellbeing - Quick Smart - Year 7 Literacy Pilot - Learner Support Program - ACE	\$768,478.00

Introduction and implementation of Life Skills Go for Year 7-9 students.	\$3,045.00
Introduction and implementation of The Resilience Project for students in Years 10-12.	\$5,375.00
<b>Totals</b>	\$980,398.00

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Provide ongoing professional learning for all staff to support data literacy, targeted teaching & support, maths curriculum planning and whole school literacy strategies. - Whole staff professional learning - Coaching - Peer Observations	from: Term 1 to: Term 4	\$198,000.00	<input checked="" type="checkbox"/> School-based staffing
Develop and implement whole school literacy development plan that articulates the core work for English Teachers and All Other Teachers with a particular focus on Reading and Writing.	from: Term 1 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implementation of key support strategies for students in 2022, including documentation of programs and evidence of impact. - Tutor Learning Initiative: Literacy, Numeracy & Wellbeing - Quick Smart - Year 7 Literacy Pilot	from: Term 1 to: Term 4	\$261,000.00	<input checked="" type="checkbox"/> School-based staffing

- Learner Support Program - ACE			
Introduction and implementation of Life Skills Go for Year 7-9 students.	from: Term 1 to: Term 4	\$3,045.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Introduction and implementation of The Resilience Project for students in Years 10-12.	from: Term 1 to: Term 4	\$5,375.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$472,920.00	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Student Wellbeing Support staff - ensuring student wellbeing is fully supported to meet the increased student needs with a return to onsite schooling in 2022.	\$233,000.00
Student Achievement Managers - to identify and support students at risk in terms of student attendance and academic progress, including individual & small group coaching.	\$62,592.00
Senior School VCE & VCAL Learning & Wellbeing Supports - this includes the provision of PODS for Year 12 VCE Students and VCAL students, VCE Literacy Coaching, VCE Numeracy Coaching and SAC Redemption Support.	\$119,000.00
Professional Learning Support - to support staff attendance at professional learning that supports AIP priority areas and the required CRT replacement.	\$20,000.00
Data & Assessment - external AAS testing for students in Year 6, Year 8 & Year 10 to support triangulation of data, individual education planning, targeted teaching and differentiation.	\$50,000.00
IT: Laptop Devices - acquisition of devices to support the introduction of NAPLAN Online to ensure that all students have access.	\$60,000.00
<b>Totals</b>	<b>\$544,592.00</b>

## Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Student Wellbeing Support staff - ensuring student wellbeing is fully supported to meet the increased student needs with a return to onsite schooling in 2022.	from: Term 1 to: Term 4	\$233,000.00	

Student Achievement Managers - to identify and support students at risk in terms of student attendance and academic progress, including individual & small group coaching.	from: Term 1 to: Term 4	\$62,592.00	<input checked="" type="checkbox"/> School-based staffing
Senior School VCE & VCAL Learning & Wellbeing Supports - this includes the provision of PODS for Year 12 VCE Students and VCAL students, VCE Literacy Coaching, VCE Numeracy Coaching and SAC Redemption Support.	from: Term 1 to: Term 4	\$119,000.00	<input checked="" type="checkbox"/> School-based staffing
Professional Learning Support - to support staff attendance at professional learning that supports AIP priority areas and the required CRT replacement.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Data & Assessment - external AAS testing for students in Year 6, Year 8 & Year 10 to support triangulation of data, individual education planning, targeted teaching and differentiation.	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
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	<input checked="" type="checkbox"/> Assets
<b>Totals</b>		\$544,592.00	

## Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Student Wellbeing Support staff - ensuring student wellbeing is fully supported to meet the increased student needs with a return to onsite schooling in 2022.	from: Term 1 to: Term 4		
Student Achievement Managers - to identify and support students at risk in terms of student attendance and academic progress, including individual & small group coaching.	from: Term 1 to: Term 4		
Senior School VCE & VCAL Learning & Wellbeing Supports - this includes the provision of PODS for Year 12 VCE Students and VCAL students, VCE Literacy Coaching, VCE Numeracy Coaching and SAC Redemption Support.	from: Term 1 to: Term 4		
Professional Learning Support - to support staff attendance at professional learning that supports AIP priority areas and the required CRT replacement.	from: Term 1 to: Term 4		
Data & Assessment - external AAS testing for students in Year 6, Year 8 & Year 10 to support triangulation of data, individual education planning, targeted teaching and differentiation.	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		
<b>Totals</b>			

## Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Student Wellbeing Support staff - ensuring student wellbeing is fully supported to meet the increased student needs with a return to onsite schooling in 2022.	from: Term 1 to: Term 4		
Student Achievement Managers - to identify and support students at risk in terms of student attendance and academic progress, including individual & small group coaching.	from: Term 1 to: Term 4		
Senior School VCE & VCAL Learning & Wellbeing Supports - this includes the provision of PODS for Year 12 VCE Students and VCAL students, VCE Literacy Coaching, VCE Numeracy Coaching and SAC Redemption Support.	from: Term 1 to: Term 4		
Professional Learning Support - to support staff attendance at professional learning that supports AIP priority areas and the required CRT replacement.	from: Term 1 to: Term 4		
Data & Assessment - external AAS testing for students in Year 6, Year 8 & Year 10 to support triangulation of data, individual education planning, targeted teaching and differentiation.	from: Term 1 to: Term 4		
IT: Laptop Devices - acquisition of devices to support the introduction	from: Term 1		



of NAPLAN Online to ensure that all students have access.	to: Term 4		
<b>Totals</b>			

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide PLC training for Learning Area Leaders as key drivers of the PLC process within their learning area. One half day per term.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and implement whole school literacy development plan that articulates the core work for English Teachers and All Other Teachers with a particular focus on Reading and Writing.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Respectful Relationships audit undertaken and professional learning delivered.	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships Team	<input checked="" type="checkbox"/> On-site
Ongoing staff professional learning delivered to support the introduction, implementation and	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Life Skills Go	<input checked="" type="checkbox"/> On-site

effectiveness of Life Skills Go & The Resilience Project.			<input checked="" type="checkbox"/> Demonstration lessons			
Professional Learning for teaching staff with a focus on student agency.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TBA	<input checked="" type="checkbox"/> On-site
Refresh and recharge the College's approach to SWPBS via involvement in the Regional Training Program at Tier 1 - including the establishment of tier 1 practices, protocols and artefacts.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources SWPBS initiative	<input checked="" type="checkbox"/> Off-site NWVR activities