

# 2023 Annual Implementation Plan

## for improving student outcomes

Wantirna College (8428)



Submitted for review by Kevin Murphy (School Principal) on 14 March, 2023 at 04:34 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 14 March, 2023 at 04:49 PM  
Endorsed by David Cartwright (School Council President) on 23 March, 2023 at 07:03 AM

## Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Engagement</b>	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	

<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>	The school is establishing new policies and processes to strengthen our approach to the orderly learning environment and school wide positive behaviour supports approach, and embedding sustained practices focussed on formative and developmental assessment.
<b>Considerations for 2023</b>	Considerations for 2023 centre around improved processes to identify, modify and track concerns about attendance and behaviour.

<b>Documents that support this plan</b>	
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## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
<b>Goal 2</b>	Maximise learning growth for every student.
<b>Target 2.1</b>	By 2024 increase the percentage of Year 9 students above benchmark growth on NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 26% (2018-19) to 28%</li> <li>• Writing from 20% (2018-19) to 27%</li> <li>• Numeracy from 15% (2018-19) to 20%.</li> </ul>
<b>Target 2.2</b>	By 2024 increase the percentage of Year 9 students in the top two NAPLAN bands: <ul style="list-style-type: none"> <li>• Reading from 19% (2018-19) to 24%</li> <li>• Writing from 9% (2018-19) to 12%</li> <li>• Numeracy from 23% (2018-19) to 26%</li> </ul>

<b>Target 2.3</b>	By 2024 increase the percentage of students in Year 7, 8 and 9 above age expected levels in reading and viewing, writing and number and algebra.
<b>Target 2.4</b>	By 2024 improve the VCE All studies mean score from 27.48 (2019) to 29.5.
<b>Target 2.5</b>	By 2024, improve the percentage of VCE English scores over 37 from 4% (2019) to 11%.
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	Develop data driven decision making and be informed by evidence based practices.
<b>Key Improvement Strategy 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity through targeted professional learning, with a particular focus on pedagogy and high impact teaching strategies.
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build teacher capacity to embed and sustain an orderly and productive learning environment, including the development and implementation of a school wide positive behaviour support framework.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<b>2023 Priorities Goal</b> 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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements Improve the percentage of positive responses for the following factors on the Attitudes to School Survey for Years 7-12:- Student voice and agency from 46% (2022) to 50% (2023)- Sense of confidence from 59% (2022) to 63% (2023)- Self-regulation and goal setting from 61% (2021) to 64% (2022)- Stimulated learning from 57% (2022) to 61% (2023)Improve the percentage of positive responses on the Parent Opinion Survey: - student voice and agency from 64% (2022) to 70% (2023)- confidence and resiliency skills from 68% (2022) to 73% (2023)Improve the percentage of positive responses on the Staff Opinion Survey: - Collective focus on student learning from 72% (2022) to 75% (2023)
Maximise learning growth for every student.	Yes	By 2024 increase the percentage of Year 9 students above benchmark growth on NAPLAN: <ul style="list-style-type: none"> <li>• Reading from 26% (2018-19) to 28%</li> <li>• Writing from 20% (2018-19) to 27%</li> <li>• Numeracy from 15% (2018-19) to 20%.</li> </ul>	Increase the percentage of Year 9 students above benchmark growth on NAPLAN:Reading from 15% (2021) to 20% (2023)Writing from 20% (2018-19) to 27% (2023)Numeracy from 15% (2018-19) to 20% (2023)

		<p>By 2024 increase the percentage of Year 9 students in the top two NAPLAN bands:</p> <ul style="list-style-type: none"> <li>• Reading from 19% (2018-19) to 24%</li> <li>• Writing from 9% (2018-19) to 12%</li> <li>• Numeracy from 23% (2018-19) to 26%</li> </ul>	Increase the number of students in the top 2 bands at Year 9:- Reading from 19% (2021) to 22% (2023)- Writing from 13% (2021) to 16% (2023)- Numeracy from 7% (2021) to 12% (2023)
		By 2024 increase the percentage of students in Year 7, 8 and 9 above age expected levels in reading and viewing, writing and number and algebra.	12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements
		By 2024 improve the VCE All studies mean score from 27.48 (2019) to 29.5.	Increase Median VCE study score from 27.6 (2022) to 28.5 (2023).
		By 2024, improve the percentage of VCE English scores over 37 from 4% (2019) to 11%.	VCE English median study scores from 27.27(2022) to 27.77 (2023)

<b>Goal 1</b>	<p><b>2023 Priorities Goal</b></p> <p><b>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.</b></p>
<b>12 Month Target 1.1</b>	<p>12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements</p> <p>Improve the percentage of positive responses for the following factors on the Attitudes to School Survey for Years 7-12:</p> <ul style="list-style-type: none"> <li>- Student voice and agency from 46% (2022) to 50% (2023)</li> <li>- Sense of confidence from 59% (2022) to 63% (2023)</li> <li>- Self-regulation and goal setting from 61% (2021) to 64% (2022)</li> <li>- Stimulated learning from 57% (2022) to 61% (2023)</li> </ul> <p>Improve the percentage of positive responses on the Parent Opinion Survey:</p> <ul style="list-style-type: none"> <li>- student voice and agency from 64% (2022) to 70% (2023)</li> <li>- confidence and resiliency skills from 68% (2022) to 73% (2023)</li> </ul> <p>Improve the percentage of positive responses on the Staff Opinion Survey:</p> <ul style="list-style-type: none"> <li>- Collective focus on student learning from 72% (2022) to 75% (2023)</li> </ul>



Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1.a</b> 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
<b>KIS 1.b</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.	
<b>Goal 2</b>	<b>Maximise learning growth for every student.</b>	
<b>12 Month Target 2.1</b>	Increase the percentage of Year 9 students above benchmark growth on NAPLAN:  Reading from 15% (2021) to 20% (2023) Writing from 20% (2018-19) to 27% (2023) Numeracy from 15% (2018-19) to 20% (2023)	
<b>12 Month Target 2.2</b>	Increase the number of students in the top 2 bands at Year 9:  - Reading from 19% (2021) to 22% (2023) - Writing from 13% (2021) to 16% (2023) - Numeracy from 7% (2021) to 12% (2023)	
<b>12 Month Target 2.3</b>	12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements	
<b>12 Month Target 2.4</b>	Increase Median VCE study score from 27.6 (2022) to 28.5 (2023).	

<b>12 Month Target 2.5</b>	VCE English median study scores from 27.27(2022) to 27.77 (2023)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Evaluating impact on learning	Develop data driven decision making and be informed by evidence based practices.	Yes
<b>KIS 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity through targeted professional learning, with a particular focus on pedagogy and high impact teaching strategies.	Yes
<b>KIS 2.c</b> Empowering students and building school pride	Build teacher capacity to embed and sustain an orderly and productive learning environment, including the development and implementation of a school wide positive behaviour support framework.	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.	All three KISs are central to the continued implementation of significant priorities for 2023 the focus on Responsive Teaching, which includes continued implementation of the student centred learning model, the focus on quality feedback including the developmental assessment approach and in particular the science of learning (evidence based high-impact teaching strategies) and the implementation of a school wide positive behaviour support framework to further improve an orderly learning environment.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> 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.
<b>12 Month Target 1.1</b>	12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements Improve the percentage of positive responses for the following factors on the Attitudes to School Survey for Years 7-12: - Student voice and agency from 46% (2022) to 50% (2023) - Sense of confidence from 59% (2022) to 63% (2023) - Self-regulation and goal setting from 61% (2021) to 64% (2022) - Stimulated learning from 57% (2022) to 61% (2023) Improve the percentage of positive responses on the Parent Opinion Survey: - student voice and agency from 64% (2022) to 70% (2023) - confidence and resiliency skills from 68% (2022) to 73% (2023) Improve the percentage of positive responses on the Staff Opinion Survey: - Collective focus on student learning from 72% (2022) to 75% (2023)
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	The continued implementation of the Quicksmart, TLI and MYLNS will provide support to students whose learning progression in English and Maths has been adversely impacted due to the pandemic in 2020, 2021 and/or significant engagement and attendance issues experienced in the last few years. Tutors will work alongside teachers in the classroom to provide additional support to identified students. Student learning will be monitored and tracked using Developmental Rubrics with a focus on students achieving learning growth. Tutors (TLI, MYLNS and Quicksmart) will meet regularly with English/Maths Learning Area Leaders) and classroom teachers to ensure consistent strategies for improvement are used across classes and to ensure data is being gathered and used to track impact.
<b>Outcomes</b>	Leaders will: - Provide on-going support to teachers and tutors to achieve learning growth for identified students - Monitor student learning growth using developmental rubrics and formative assessments - Identify students who need support - Work with tutors to provide explicit strategies to support students in their learning  Teachers will:

	<ul style="list-style-type: none"> <li>- Work with tutors in their classrooms to ensure identified students are given opportunities to access the learning at their level</li> <li>- Use developmental rubrics and formative assessments to track learning</li> <li>- Collaborate with leaders and tutors to implement explicit teaching strategies that will support students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage with their teacher and tutor for additional support in their learning</li> <li>- Monitor and self-assess their learning and growth using developmental rubrics</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Developmental Rubrics to show learning growth and progression</li> <li>- Tutors working in classrooms with groups of students and/or individuals</li> <li>- Students can talk about what skills/knowledge they are learning, why they are learning it, and where to go for assistance.</li> <li>- Students can produce evidence of their learning to demonstrate key skills/knowledge</li> <li>- Growth in PAT R data, NAPLAN, teacher judgements and in Maestro</li> <li>- Learning progression and growth evidenced in Developmental Rubrics</li> <li>- VCE student results in English and Maths subject being at or above state average</li> </ul>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Continue the implementation of the MYLNS and TLI program	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$426,873.00  <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
Implement the Quicksmart literacy and numeracy program	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$175,182.00

		<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader		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
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
<b>Actions</b>	Review our wellbeing structure and model in the first half of 2023. The school will continue to fund a locally employed counsellor and extra 0.5 mental health care practitioner as well as reviewing the role of the Head of Student Wellbeing to ensure effective leadership continues to drive improvement in this portfolio.				
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Provide on-going support to wellbeing staff to ensure that have the resources to provide effective supports</li> <li>- Monitor the effectiveness of tier 1 and 2 preventative strategies</li> <li>- Ensure that adequate supports are provided to tier 3 students</li> <li>- Build the capacity of all staff to address the wellbeing needs by targeting tier 1 strategies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement targeted tier 1 strategies in their classes</li> <li>- Ensure that students are being met with their learning at the point of need</li> <li>- Ensure they use effective identification and referral process for students who require support.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Engage in proactive programs designed to prevent mental health issues</li> <li>- Be supported to engage in tier 2 and 3 supports and programs where necessary</li> </ul>				
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Improved results in Students Attitudes to School Survey in the areas of 'Sense of Connectedness' and 'Respect for Diversity'</li> <li>- Improved positive responses in the School Staff Survey for 'Collective efficacy' and 'Trust in students and parents'</li> </ul>				

	<ul style="list-style-type: none"> <li>- Documented approaches and strategies to responding to student disengagement around the principles of Connect, Protect and Respect (CPR).</li> <li>- Documented whole school health and wellbeing plan</li> <li>- Documented Respectful Relationships Action Plan and first year evaluation.</li> <li>- Students engaged in wellbeing programs and initiatives (feedback, participation and observations).</li> <li>- Parents engaged in wellbeing initiatives (feedback, participation and observations).</li> </ul>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employ additional wellbeing staff (MHP 0.5 and counsellor 1.0)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$157,268.00  <input type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>Goal 2</b>	Maximise learning growth for every student.			
<b>12 Month Target 2.1</b>	Increase the percentage of Year 9 students above benchmark growth on NAPLAN:  Reading from 15% (2021) to 20% (2023) Writing from 20% (2018-19) to 27% (2023) Numeracy from 15% (2018-19) to 20% (2023)			
<b>12 Month Target 2.2</b>	Increase the number of students in the top 2 bands at Year 9:  - Reading from 19% (2021) to 22% (2023)			

	<ul style="list-style-type: none"> <li>- Writing from 13% (2021) to 16% (2023)</li> <li>- Numeracy from 7% (2021) to 12% (2023)</li> </ul>
<b>12 Month Target 2.3</b>	12 months growth for TLI, MYLNS and Quicksmart students in English and Maths as measured by PAT and Teacher judgements
<b>12 Month Target 2.4</b>	Increase Median VCE study score from 27.6 (2022) to 28.5 (2023).
<b>12 Month Target 2.5</b>	VCE English median study scores from 27.27(2022) to 27.77 (2023)
<b>KIS 2.a</b> Evaluating impact on learning	Develop data driven decision making and be informed by evidence based practices.
<b>Actions</b>	<p>To maximise the learning growth of every student by implementing data driven school improvement we will:</p> <ul style="list-style-type: none"> <li>- Prioritise PL time for PLCs</li> <li>- Continue Partner with Analytics for Schools and implement student, class and cohort learning data dashboards</li> <li>- Continue to Partner with Analytics for Schools to use the Maestro platform for ongoing assessment and reporting (Year 7-12)</li> <li>- Implement a clear and consistent assessment schedule, including standardised testing such as NAPLAN and PAT</li> <li>- Use data to target students who require additional support eg. MYLNS, TLI, Quicksmart, HAP</li> <li>- Ensure thorough and consistent moderation and ranking processes</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Build their capacity to understand, influence the development of and train staff in the use of dashboards and Maestro</li> <li>- Facilitate and support the training of required staff to ensure adequate use of data tools</li> <li>- Build the capacity of parents to understand how to interpret and use the data available in dashboards and Maestro</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Use individual student dashboards to identify learning growth and target teaching</li> <li>- Use individual and class data to identify learning growth and target teaching</li> <li>- Use individual student dashboards to report learning growth to parents</li> <li>- In year 7-12 classes use Maestro to implement a developmental assessment approach via a web portal that includes learning continua and developmental rubrics</li> <li>- In year 7-12 classes use Maestro to allocate development rubrics for units to classes</li> <li>- In year 7-12 classes use Maestro to record learning growth using developmental rubrics to assess achievement of skills and key knowledge</li> <li>- In year 7-12 classes use Maestro to measure growth of skills and key knowledge within and across subjects</li> <li>- In year 7-12 classes use the learning data within Maestro to better target teaching and planning</li> </ul>

	<p>Students will:</p> <ul style="list-style-type: none"><li>- In year year 7-12 classes self-assess their own learning using the developmental continuums and rubrics within Maestro</li><li>- use the development assessment rubrics to pin point the next steps in their learning</li><li>- encourage the teacher to reassess them when the have met a developmental milestone</li></ul>				
Success Indicators	<ul style="list-style-type: none"><li>- Improved learning growth in PAT outcomes</li><li>- Improved NAPLAN Learning Growth in all elements</li><li>- Improved accuracy in teacher judgements</li><li>- Improved VCE outcomes, value add data and quality and consistency of assessments</li><li>- Improved SASS outcomes in Effective teacher practice for cognitive engagement, Teacher-student relations, Learner characteristics and disposition</li><li>- Improved parent opinion outcomes in Excellence in teaching and learning</li><li>- Improved staff opinion outcomes in Teaching and learning</li><li>- We can quantify student learning growth</li><li>- Improved accuracy and breadth of teacher judgements on student learning and Vic Curriculum standards</li><li>- Teachers can provide multiple sources of data / evidence of student learning</li><li>- Developmental rubrics are visible in all classrooms.</li></ul>				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Roll out the use of Maestro in all Year levels including the embedding of data dashboards		<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$60,000.00</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>



<b>KIS 2.b</b> Evidence-based high-impact teaching strategies	Build teacher capacity through targeted professional learning, with a particular focus on pedagogy and high impact teaching strategies.				
<b>Actions</b>	The 2023 focus will be on evidence based teaching practices that underpin improvements of pedagogies designed to target learning and behaviour. This work will be central in our PL focus across the year and throughout our PLC cycles. To do this: <ul style="list-style-type: none"><li>- Implement PLCs with an emphasis on evidenced based teaching practices</li><li>- Provide extensive PL to build capacity with pedagogies</li><li>- Build the capacity of LS to support capacity building of teachers in the classroom</li><li>- Use the LSs and LTs to support the work of the instructional leaders through the PLC cycles</li></ul>				
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"><li>- Undertake PL to build their capacity to support staff with evidence based teaching practices</li><li>- Build the capacity of staff to implement evidence based teaching practices</li><li>- Plan and target learning walkthroughs/Peer observations</li><li>- Use data from Peer Obs to target PL</li></ul> <p>Teachers will:</p> <ul style="list-style-type: none"><li>- Engage in evidence based teaching practices PL</li><li>- Implement evidence based teaching practices in classrooms</li><li>- Evaluate the implementation of evidence based teaching practices through engagement in PLC</li></ul> <p>Students will:</p> <ul style="list-style-type: none"><li>- Regularly self assess their learning</li><li>- Provide feedback to staff on their teaching practices</li><li>- Encourage the teacher to reassess them when the have met a developmental milestone</li></ul>				
<b>Success Indicators</b>	<ul style="list-style-type: none"><li>- Developmental rubrics in maestro embedded and used for assessment and then RT practices</li><li>- Improved NAPLAN Learning Growth in all elements</li><li>- Improved accuracy in teacher judgements</li><li>- MYLNS, TLI and HAP students to experience high learning growth (teacher judgements - Victorian Curriculum)</li><li>- Decrease in Compass chronicle grey, amber and red posts</li><li>- Decrease in suspensions</li></ul>				
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>	

Implementation of PLC cycles	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<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
<b>KIS 2.c</b> Empowering students and building school pride	Build teacher capacity to embed and sustain an orderly and productive learning environment, including the development and implementation of a school wide positive behaviour support framework.			
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Develop and document clear orderly and productive learning environment process documents and support resources.</li> <li>- Build the capacity of teachers to explicitly teach expected behaviours in the classroom.</li> <li>- Embed orderly and productive learning processes in the classrooms.</li> <li>- Use learning walk and other peer observation measures to evaluate the effectiveness of orderly and productive learning environment process changes.</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Develop the orderly and productive learning process document and supporting resources.</li> <li>- Undertake PL to build their capacity to support staff with evidence based teaching practices (Glenn Pearsall)</li> <li>- Build the capacity of staff to implement orderly and productive learning practices</li> <li>- Plan and target learning walkthroughs/Peer observations</li> <li>- Use data from Peer Obs to target PL</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Engage in evidence based orderly and productive learning practices PL</li> <li>- Implement evidence based orderly and productive learning practices in classrooms</li> <li>- Evaluate the implementation of evidence based orderly and productive learning through engagement in PLC</li> </ul>			

	Students will: - Regularly self assess their learning - Provide feedback to staff on their teaching practices - Encourage the teacher to reassess them when the have met a developmental milestone				
Success Indicators	- Developmental rubrics in maestro embedded and used for assessment and then RT practices - Improved NAPLAN Learning Growth in all elements - Improved accuracy in teacher judgements - MYLNS, TLI and HAP students to experience high learning growth (teacher judgements - Victorian Curriculum) - Decrease in Compass chronicle grey, amber and red posts - Decrease in suspensions				
Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning with Glenn Persall		<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <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

## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$260,236.59	\$235,182.00	\$25,054.59
Disability Inclusion Tier 2 Funding	\$412,447.03	\$0.00	\$412,447.03
Schools Mental Health Fund and Menu	\$138,869.39	\$157,268.00	-\$18,398.61
<b>Total</b>	<b>\$811,553.01</b>	<b>\$392,450.00</b>	<b>\$419,103.01</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Implement the Quicksmart literacy and numeracy program	\$175,182.00
Employ additional wellbeing staff (MHP 0.5 and counsellor 1.0)	\$157,268.00
Roll out the use of Maestro in all Year levels including the embedding of data dashboards	\$60,000.00
<b>Totals</b>	<b>\$392,450.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Implement the Quicksmart literacy and numeracy program	from: Term 1	\$175,182.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Roll out the use of Maestro in all Year levels including the embedding of data dashboards	from: Term 1 to: Term 4	\$60,000.00	☑ Teaching and learning programs and resources
<b>Totals</b>		\$235,182.00	

### 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
Employ additional wellbeing staff (MHP 0.5 and counsellor 1.0)	from: Term 1 to: Term 4	\$157,268.00	☑ Employ allied health professional to provide Tier 2 tailored support for students
<b>Totals</b>		\$157,268.00	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

### Additional Funding Planner – Equity Funding

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

### Additional Funding Planner – Disability Inclusion Funding

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

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

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Roll out the use of Maestro in all Year levels including the embedding of data dashboards	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implementation of PLC cycles	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site