2023 Annual Implementation Plan

for improving student outcomes

Parkdale Secondary College (8225)

Submitted for review by David Russell (School Principal) on 16 December, 2022 at 02:57 PM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 06 March, 2023 at 10:21 AM
Endorsed by Steve Galjar (School Council President) on 03 April, 2023 at 10:42 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.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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	This was completed as part of the School Review in Term Three 2022.
Considerations for 2023	We have completed our school review late in term three. The Strategic Plan has now been approved by all stakeholders and will direct our work in the next four years. For 2023 we have prioritised three areas. Two fall under Goal One and one under Goal Two. The DET Priority is covered across our priorities which are: Develop and implement a coherent, whole college vision for teaching, learning and assessment that enables all elements of

	the college's Teaching and Learning cycle and Instructional Model to be consistently embedded into all classroom practice across the college.
	Strengthen systems and build teacher capacity to support the achievement of a safe, orderly and positive learning environment
	Develop and implement a college wide approach to fully embed learner agency within every classroom, to strengthen student motivation, participation and engagement with their learning.
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 maximise the achievement and learning growth of every student.
Target 2.1	By 2026, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth • Reading to be 75% (from 66% in 2021) • Writing to be 80% (from 73% in 2021) • Numeracy to be 75% (from 63% in 2021)
Target 2.2	By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands for • Reading to be 30% (from 19% in 2022) • Writing to be 20% (from 15% in 2022) • Numeracy to be 28% (from 24% in 2022)

Target 2.3	• By 2026, the VCE All Study score mean to be 31 (from 30.5 in 2021) • By 2026, the 37+ English Study Group score to be 17% (from 15% in 2021) • By 2026, the 37+ General Mathematics scores be 18% (from 16% in 2021)
Target 2.4	By 2026, the per cent positive endorsement on the SSS will be: • Academic emphasis—to be 50% (from 32% in 2021) • Teacher collaboration—to be 60% (from 38% in 2021) • Understand how to analyse data—to be 50% (from 26% in 2021) • Instructional leadership—to be 60% (from 45% in 2021) • Guaranteed & viable curriculum—to be 60% (from 43% in 2021) • Professional learning through peer observation—to be 40% (from 20% in 2021)
Target 2.5	By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be: • Differentiated learning challenge—to be 65% (from 52% in 2022) • Stimulated learning—to be 60% (from 48% in 2022) • Student voice and agency—to be 50% (from 34% in 2022) • Motivation & interest—to be 70% (from 52% in 2022)
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a coherent, whole college vision for teaching, learning and assessment that enables all elements of the college's Teaching and Learning Cycle and IM to be consistently embedded into all classroom practice across the college.

Key Improvement Strategy 2.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	Further develop the capabilities of leaders and teachers in using evidence, coaching, observation and feedback methods to build a culture of high expectations, accountability and high performance.
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance teacher collaboration and their capacity to use data and differentiate student learning through the full implementation of the PLC initiative.
Key Improvement Strategy 2.d 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	Develop and implement a whole–college, evidence–based approach to improving Literacy and Numeracy outcomes.
Key Improvement Strategy 2.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a college wide approach to fully embed learner agency within every classroom, to strengthen student motivation, participation and engagement with their learning.
Goal 3	To enhance the engagement and wellbeing of all students.
Target 3.1	By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be: • Sense of connectedness—to be 70% (from 48% in 2022) • Teacher concern—to be 50% (from 30% in 2022)

	• Respect for diversity—to be 65% (from 40% in 2022) • Effective classroom behaviour—to be 75% (from 63% in 2022)
Target 3.2	By 2026, the percent positive endorsement on the POS will be: • Parent participation and involvement—to be 70% (from 52% in 2021) • Student voice and agency—to be 75% (from 69% in 2021) • General school satisfaction—to be 80% (from 72% in 2021) • Student motivation & support—to be 70% (from 56% in 2021)
Target 3.3	By 2026, the percent positive endorsement on the SSS will be: • Use student feedback to improve practice—to be 55% (from 36% in 2021) • Parent and community involvement—to be 65% (from 48% in 2021) • Trust in students and parents—to be 60% (from 44% in 2021)
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen systems and build teacher capacity to support the achievement of a safe, orderly and positive learning environment.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to	Develop and implement a college wide approach to expand student voice and leadership to further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on college culture and decision making.

strengthen students' participation and engagement in school	
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, implement and embed multi–tiered systems of support, in particular Tier 1 universal interventions, in order to enhance student wellbeing, health, engagement and inclusion.
Key Improvement Strategy 3.d 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	Further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations, to enrich student outcomes.

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	Percentage of students meeting or above Year 9 NAPLAN Benchmark Growth Numeracy to be 66% Percentage of Year 9 students in the top two NAPLAN bands for Numeracy to be 29%
To maximise the achievement and learning growth of every student.	Yes	By 2026, increase the percentage of students meeting or above Year 9 NAPLAN Benchmark Growth - Reading to be 75% (from 66% in 2021) - Writing to be 80% (from 73% in 2021) - Numeracy to be 75% (from 63% in 2021)	Reading to be 69%Writing to be 75% Numeracy to be 66%
		By 2026, increase the percentage of Year 9 students in the top two NAPLAN bands for - Reading to be 30% (from 19% in 2022) - Writing to be 20% (from 15% in 2022) - Numeracy to be 28% (from 24% in 2022)	Reading to be 21% Writing to be 17% Numeracy to be 29%
		- By 2026, the VCE All Study score mean to be 31 (from 30.5 in 2021) - By 2026, the 37+ English Study Group score to be 17% (from 15% in 2021)	VCE All Study score mean to be maintained at 30.5

		• By 2026, the 37+ General Mathematics scores be 18% (from 16% in 2021)	
		By 2026, the per cent positive endorsement on the SSS will be: • Academic emphasis—to be 50% (from 32% in 2021) • Teacher collaboration—to be 60% (from 38% in 2021) • Understand how to analyse data—to be 50% (from 26% in 2021) • Instructional leadership—to be 60% (from 45% in 2021) • Guaranteed & viable curriculum—to be 60% (from 43% in 2021) • Professional learning through peer observation—to be 40% (from 20% in 2021)	Academic emphasis—to be 36%Teacher collaboration—to be 48%Understand how to analyse data—to be 41%Instructional leadership—to be 49%Guaranteed & viable curriculum—to be 48%Professional learning through peer observation—to be 25%
		By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be: • Differentiated learning challenge—to be 65% (from 52% in 2022) • Stimulated learning—to be 60% (from 48% in 2022) • Student voice and agency—to be 50% (from 34% in 2022) • Motivation & interest—to be 70% (from 52% in 2022)	Differentiated learning challenge—to be 55% Stimulated learning—to be 50%Student voice and agency—to be 38%Motivation & interest—to be 55%
To enhance the engagement and wellbeing of all students.	Yes	By 2026, the per cent positive endorsement for Years 7–12 student opinion as measured on AtoSS will be: • Sense of connectedness—to be 70% (from 48% in 2022) • Teacher concern—to be 50% (from 30% in 2022) • Respect for diversity—to be 65% (from 40% in 2022) • Effective classroom behaviour—to be 75% (from 63% in 2022)	Sense of connectedness—to be 52%Teacher concern—to be 35% Respect for diversity—to be 45%Effective classroom behaviour—to be 66%
		By 2026, the percent positive endorsement on the POS will be: • Parent participation and involvement—to be 70% (from 52% in 2021) • Student voice and agency—to be 75% (from 69% in 2021) • General school satisfaction—to be 80% (from 72% in 2021) • Student motivation & support—to be 70% (from 56% in 2021)	Parent participation and involvement—to be 56% (from 52% in 2021)Student voice and agency—to be 71% (from 69% in 2021)General school satisfaction—to be 74% (from 72% in 2021)Student motivation & support—to be 60% (from 56% in 2021)

		By 2026, the percent positive endorsement on the SSS will be:	Use student feedback to improve practice—to be 40%
		• Use student feedback to improve practice—to be 55% (from 36% in 2021) • Parent and community involvement—to be 65% (from 48% in 2021) • Trust in students and parents—to be 60% (from 44% in 2021)	

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	Percentage of students meeting or above Year 9 NAPLAN Benchmark Growth Numeracy to be 66% Percentage of Year 9 students in the top two NAPLAN bands for Numeracy to be 29%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	**To maximise the achievement and learning growth of every student.**	

12 Month Target 2.1	Reading to be 69% Writing to be 75% Numeracy to be 66%
12 Month Target 2.2	Reading to be 21% Writing to be 17% Numeracy to be 29%
12 Month Target 2.3	VCE All Study score mean to be maintained at 30.5
12 Month Target 2.4	Academic emphasis—to be 36% Teacher collaboration—to be 48% Understand how to analyse data—to be 41% Instructional leadership—to be 49% Guaranteed & viable curriculum—to be 48% Professional learning through peer observation—to be 25%
12 Month Target 2.5	Differentiated learning challenge—to be 55% Stimulated learning—to be 50% Student voice and agency—to be 38% Motivation & interest—to be 55%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a coherent, whole college vision for teaching, learning and assessment that enables all elements of the college's Teaching and Learning Cycle and IM to be consistently embedded into all classroom practice across the college.	Yes
KIS 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high	Further develop the capabilities of leaders and teachers in using evidence, coaching, observation and feedback methods to build a culture of high expectations, accountability and high performance.	No

expectations; and a positive, safe and orderly learning environment		
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance teacher collaboration and their capacity to use data and differentiate student learning through the full implementation of the PLC initiative.	No
KIS 2.d 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	Develop and implement a whole–college, evidence–based approach to improving Literacy and Numeracy outcomes.	No
KIS 2.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a college wide approach to fully embed learner agency within every classroom, to strengthen student motivation, participation and engagement with their learning.	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.	2a Our self-evaluation against the FISO Continua highlighted that although we agree that we have an Instructional Model that all staff understand it is not always consistently applied which leaves room for improvement in our responsive practices and curriculum programs. Over the past three years we have worked to develop the instructional model but circumstances outside of our control have thwarted our efforts to embed into classroom practice. We have a strong belief that it will improve student outcomes by increasing consistency of practice across classes. 2e Our self-evaluation against the FISO Continua highlighted a need to improve and make greater use of student voice and agency in the classroom.This will supported by increased student input through a greater focus on student voice and agency. Our AToSS results have shown little or no growth and below like schools in student voice and agency and teacher concern. This is also replicated in the SOS where the use of student feedback is also below like school.	
Goal 3	**To enhance the engagement and wellbeing of all students.**	

12 Month Target 3.1	Sense of connectedness—to be 52% Teacher concern—to be 35% Respect for diversity—to be 45% Effective classroom behaviour—to be 66%	
12 Month Target 3.2	Parent participation and involvement—to be 56% (from 52% in 2021) Student voice and agency—to be 71% (from 69% in 2021) General school satisfaction—to be 74% (from 72% in 2021) Student motivation & support—to be 60% (from 56% in 2021)	
12 Month Target 3.3	Use student feedback to improve practice—to be 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen systems and build teacher capacity to support the achievement of a safe, orderly and positive learning environment.	Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a college wide approach to expand student voice and leadership to further enhance formal and informal structures and processes to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on college culture and decision making.	No
KIS 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, implement and embed multi–tiered systems of support, in particular Tier 1 universal interventions, in order to enhance student wellbeing, health, engagement and inclusion.	No
KIS 3.d The strategic direction and deployment of resources to create and reflect	Further expand and strengthen partnerships with parents/carers, specialist services, education providers and community organisations, to enrich student outcomes.	No

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
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.	Our self-evaluation against the FISO Continua noted that over the last three years there has been a decline in the positive school climate for learning particularly in the junior years. This finding was consistent with our Student Attitude to School Survey results reflecting a downturn in effective classroom behaviour and connectedness to school. Selection of this KIS enables us to focus on restoring the positive classroom atmosphere from pre COVID-19.

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	Percentage of students meeting or above Year 9 NAPLAN Benchmark Growth Numeracy to be 66% Percentage of Year 9 students in the top two NAPLAN bands for Numeracy to be 29%
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	Incorporated into Goal 2/3
Outcomes	Incorporated into Goal 2/3
Success Indicators	Incorporated into Goal 2/3

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue with our own Numeracy and Literacy programs.	☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$130,000.00 ☑ 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

Provide additional support for identified students	☑ Education Support ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$125,000.00 ☐ 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 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Incorporated into Goal 2/3
Outcomes	Incorporated into Goal 2/3
Success Indicators	Incorporated into Goal 2/3

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Provide additional support for identified students - wellbeing and additonal aide support in the classroom	☑ Education Support ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$250,000.00 ☐ 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
Provide additional support for identified students - early identification of potential early leavers	☑ Assistant Principal ☑ Careers Leader/Team ☑ Managed Individual Pathways Coordinator ☑ Sub School Leader/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
Review of Pathways Education	☑ Assistant Principal ☑ Careers Leader/Team ☑ Managed Individual Pathways Coordinator ☑ Sub School Leader/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

Goal 2	To maximise the achievement and learning growth of every student.
12 Month Target 2.1	Reading to be 69% Writing to be 75% Numeracy to be 66%
12 Month Target 2.2	Reading to be 21% Writing to be 17% Numeracy to be 29%
12 Month Target 2.3	VCE All Study score mean to be maintained at 30.5
12 Month Target 2.4	Academic emphasis—to be 36% Teacher collaboration—to be 48% Understand how to analyse data—to be 41% Instructional leadership—to be 49% Guaranteed & viable curriculum—to be 48% Professional learning through peer observation—to be 25%
12 Month Target 2.5	Differentiated learning challenge—to be 55% Stimulated learning—to be 50% Student voice and agency—to be 38% Motivation & interest—to be 55%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a coherent, whole college vision for teaching, learning and assessment that enables all elements of the college's Teaching and Learning Cycle and IM to be consistently embedded into all classroom practice across the college.
Actions	- Embed the Instructional Model (IM) in 2023 - Develop and use common language - Document the curriculum 7-12 - Development of coaching model

	- Continued Professional Development (PD) for IM - Work with DSSI Teaching Partner to pilot effective PLC in English Learning Area - Build staff capability to respond to assessment and wellbeing data (Compass Pulse & VCE Data, AToSS)
Outcomes	- Common language – development and use (teachers and students) - Curriculum documented on OneDrive and used for consistency across classes - Staff using data to inform their teaching (differentiation)– PDP targets, -PLT discussion/documentation - Teaching partner supports leaders to develop the school literacy approach - Increased number of staff trained in PLC process - Coaching Model implemented
Success Indicators	- Mean VCE Study score – maintain at 30.5 in 2023 - SOS - Guaranteed and viable curriculum 48 (42) - Teacher collaboration 48 (43) - Understand how to use data 46 (41) - ATOSS - Differential Learning 55 (52) - Motivation and Interest 55 (52) - Stimulated Learning 50 (48) Minutes of meetings showing staff input into the school literacy approach Observations supporting the implementation of the school literacy approach

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Embedding IM in 2023 – PD: Curriculum day with a link/focus on IM	☑ Assistant Principal ☑ Principal ☑ 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
PLTs to document curriculum meeting deadlines and due dates LAMs to audit	☑ KLA Leader ☑ PLT Leaders	☐ 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
Pilot PLC Staff training on PLC "Train the trainer" 2-3 staff	☑ Assistant Principal ☑ PLC Leaders ☑ Staff Development Coordinator	☐ 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

PD on Compass pulse and VCE data and use in classroom	☑ Data Leader ☑ Senior Secondary Leader	☑ 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
Develop a PSC framework for coaching	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Staff Development Coordinator	☐ 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
Implement Coaching Model	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Staff Development Coordinator	☐ PLP Priority	from: Term 2 to: Term 4	$50,000.00 ☐ 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
Design the evidence based literacy model with the Teaching Partner	☑ Leadership Partners (DSSI) ☑ Learning Specialist(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
Professional learning for teachers in the school based literacy model	☑ Leadership Partners (DSSI) ☑ 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
Implementation of school based literacy program (Year 7)	☑ Leadership Partners (DSSI) ☑ Learning Specialist(s) ☑ 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	

KIS 2.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a college wide approach to fully embed learner agency within every classroom, to strengthen student motivation, participation and engagement with their learning.
Actions	- Develop a common understanding of student voice and agency - Develop a rationale for student voice and agency in the classroom at PSC - Discussions with feeder primary schools as to how student voice and agency runs in their classrooms - Whole school 'shared language' and consistency in understanding what student voice and agency is in the classroom
Outcomes	- Student understanding of SV & A - Draft and implement a PSC student feedback survey (POLT/Pivot like) based on Instructional Model - Information database created on student voice and agency at feeder PS - YLL Lunch with focus group

	- YLL – Each person to feedback to Year cohort at assemblies

Success Indicators	- Student voice and Agency 38% (34%) - Stimulated Learning 50% (48%) - Motivation in Learn 55% (52%) - Use of student feedback to improve feedback 40% (36%)

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Student Voice and Agency Rationale	☑ School Improvement Team ☑ Student Leadership Coordinator ☑ Student(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
Investigate & Develop PSC model of Feedback/Student response - pilot in Year 7	☑ Data Leader ☑ Student Leadership Coordinator	☐ 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
Whole School SV & A Professional Development	☑ Sub School Leader/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
Student Voice – Snr/Jnr – Student response - focus groups	☑ Student Leadership Coordinator ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Implement Student Classroom Feedback	☑ Staff Development Coordinator ☑ 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

Goal 3	To enhance the engagement and wellbeing of all students.
12 Month Target 3.1	Sense of connectedness—to be 52% Teacher concern—to be 35% Respect for diversity—to be 45% Effective classroom behaviour—to be 66%
12 Month Target 3.2	Parent participation and involvement—to be 56% (from 52% in 2021) Student voice and agency—to be 71% (from 69% in 2021) General school satisfaction—to be 74% (from 72% in 2021) Student motivation & support—to be 60% (from 56% in 2021)
12 Month Target 3.3	Use student feedback to improve practice—to be 40%
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen systems and build teacher capacity to support the achievement of a safe, orderly and positive learning environment.

Actions	- Implementing Respectful Relationships (RR) into all areas - Embed Peer Observation – Focus on the "Safe and Orderly" aspect - Run PD session on fostering/build capacity of safe and orderly environment - Consistent application of Behaviour Management Framework
Outcomes	- Effective classroom behaviour - Reduction in Negative chronicles/more positive chronicles/less timeouts - Increased Connectedness to school - More positive interactions between staff and students
Success Indicators	A to SS - Effective classroom behaviour 52 (48%) - Sense of Connectedness 48 (52%) - Professional learning through peer observation 25% (20%) - Stimulated learning 48 (50%)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish RR working party	☑ Student Wellbeing Co-ordinator ☑ Teacher(s) ☑ Wellbeing 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

Run PD for RR for all staff to audit curriculum to identify "RR"	☑ Respectful Relationships Implementation Team ☑ Sub School Leader/s ☑ Wellbeing Team	☐ 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
RR curriculum written and implemented in CONNECT/LJ and H/PE curriculum	☑ KLA Leader ☑ Respectful Relationships Implementation Team ☑ Sub School Leader/s ☑ Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Complete student/staff consultation on whole school positive behaviour management plan/framework	☑ All Staff	☐ 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
Run PDs on whole school positive behaviour management plan/framework	☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(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
Peer observations – establish the framework and model	☑ Assistant Principal ☑ School Improvement Team ☑ Staff Development Coordinator	☐ 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
Implement peer observation with SIT members as initial participants	☑ Assistant Principal ☑ School Improvement Team ☑ Staff Development Coordinator	☐ 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
Establish year level based staffrooms to allow collaboration and consistency in behaviour management plan implementation	☑ 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
Review and refinement/reform of Time out process/structures	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

		☑ Student Wellbeing Co-ordinator ☑ Sub School Leader/s		to: Term 1	☐ 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	$160,429.30	$140,000.00	$20,429.30
Disability Inclusion Tier 2 Funding	$324,218.83	$323,347.00	$871.83
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$484,648.13**	**$463,347.00**	**$21,301.13**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Continue with our own Numeracy and Literacy programs.	$130,000.00
Provide additional support for identified students	$125,000.00
Provide additional support for identified students - wellbeing and additonal aide support in the classroom	$250,000.00
Totals	**$505,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Continue with our own Numeracy and Literacy programs.	from: Term 1	$140,000.00	☑ School-based staffing

	to: Term 4		
Totals		$140,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Continue with our own Numeracy and Literacy programs.	from: Term 1 to: Term 4	$90,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Provide additional support for identified students	from: Term 1 to: Term 4	$125,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Provide additional support for identified students - wellbeing and additonal aide support in the classroom	from: Term 1 to: Term 4	$108,347.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • ☑ Other workforces to support students with disability •
Totals		$323,347.00	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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
PD on Compass pulse and VCE data and use in classroom	☑ Data Leader ☑ Senior Secondary Leader	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Whole School SV & A Professional Development	☑ Sub School Leader/s	from: Term 1 to: Term 2	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day	☑ Internal staff ☑ Learning Specialist	☑ On-site
Implement Student Classroom Feedback	☑ Staff Development Coordinator ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site