

# 2022 Annual Implementation Plan

## for improving student outcomes

Mirboo North Secondary College (8050)



Submitted for review by Bernadette Cropper (School Principal) on 23 February, 2022 at 04:21 PM

Endorsed by Robert Juratowitch (Senior Education Improvement Leader) on 24 February, 2022 at 10:35 AM

Endorsed by David Poland (School Council President) on 06 March, 2022 at 08:35 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	Emerging
	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	Evolving
	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>	<p>Assessment is identified as the area of our practice that needs the most attention. It is an area that Assessment should be aligned with the skills in the Victorian Curriculum and outlined in a Scope and Sequence for each KLD area.</p> <p>There needs to be more of an emphasis on formative assessment and less on summative assessment.</p>
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<b>Considerations for 2022</b>	Focus on Learning Catch Up through TLI & MYLNS with a particular focus in Literacy and Numeracy. Collaboration on Guaranteed and Viable Curriculum. Emphasis on formative assessment to inform differentiation.
<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;</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>
<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>	Maximise student performance across all learning areas
<b>Target 2.1</b>	Increase the percentage of students achieving above expected level as measured by teacher judgements from 13% (2018) to 25% (2022)
<b>Target 2.2</b>	Decrease the percentage of students achieving low growth in NAPLAN Mathematics from 30% (2018) to 20% (2022)
<b>Target 2.3</b>	Increase the percentage of students achieving in the top two bands for Year 9 NAPLAN Numeracy to be consistently above 25%

<b>Target 2.4</b>	Increase the VCE mean study score from 30.20 (2018) to 31 (2022)
<b>Target 2.5</b>	50% of VCE (3/4) units demonstrate value add as measured by report 10 (VASS data source)
<b>Key Improvement Strategy 2.a</b> Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop an agreed school vision, values and pedagogical framework for rigorous and challenging learning with a consistently applied instructional model across the college.
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Develop and strengthen consistent evidence based assessment strategies across all curriculum areas that incorporate student voice.
<b>Goal 3</b>	Improve student individual outcomes in Literacy
<b>Target 3.1</b>	Increase the percentage of Year 9 students with high growth in the following NAPLAN areas: <ul style="list-style-type: none"> <li>• Reading from 18% (2018) to 25% (2022)</li> <li>• Writing from 7% (2018) to 25% (2022)</li> </ul>
<b>Target 3.2</b>	Increase the percentage of Year 9 students in the top two bands in the following NAPLAN areas: <ul style="list-style-type: none"> <li>• Reading from 13% (2018) to 25% (2022)</li> <li>• Writing from 4% (2018) to 15% (2022)</li> </ul>

<b>Target 3.3</b>	Increase the mean study score for English to 31 or above for each year of the SSP
<b>Target 3.4</b>	Improve the positive endorsement for Guaranteed and Viable Curriculum on the SSS from 23% (2018) to 50% (2022)
<b>Key Improvement Strategy 3.a</b> Building practice excellence	Embed a whole school 7 to 12 focus on literacy using the literacy strategy
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop an agreed approach to the teaching of literacy across the school
<b>Key Improvement Strategy 3.c</b> Building practice excellence	Embed the Writers Workshop strategy across the school
<b>Goal 4</b>	Increase the active participation of all students in their learning.
<b>Target 4.1</b>	Increase attendance across the school from an actuated 90% (2018) to an actuated 94% (2022)
<b>Target 4.2</b>	By 2022, reduce average days absent for Year 9 (21.9) and Year 10 (21.18) to 14
<b>Target 4.3</b>	<p>Improve positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Voice and agency from 49% (2018) to 75% (2022)</li> <li>• Differentiated learning challenge from 59% (2018) to 70% (2022)</li> </ul>

	<ul style="list-style-type: none"> <li>• Student confidence from 63% (2018) to 70% (2022)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Build a common understanding of ways to involve students in their learning
<b>Key Improvement Strategy 4.b</b> Empowering students and building school pride	Embed student voice and agency in student learning
<b>Key Improvement Strategy 4.c</b> Intellectual engagement and self-awareness	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students
<b>Key Improvement Strategy 4.d</b> Health and wellbeing	Employ a whole school agreed approach to student wellbeing that involves all stakeholders: students, teachers and parents/carers



## 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>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>100% of students in Year 7 - 10 will show growth in PAT R data            Increase the percentage of Year 9 students with high growth in the following NAPLAN areas:            Reading from 18% (2018) to 25% (2022)            Writing from 7% (2018) to 25% (2022)            Increase the percentage of Year 9 students in the top two bands in the following NAPLAN areas:            Reading from 13% (2018) to 25% (2022)            Writing from 4% (2018) to 15% (2022)            Increase the mean study score for English to 31</p> <p>Increase the percentage of students achieving in the top two bands for Year 9 NAPLAN Numeracy to be consistently above 25%</p> <p>100% of students in Year 7 - 10 will show growth in PAT M data</p> <p>Improve VCE Study Scores:            Increase the VCE mean study score from 30.20 (2018) to 31 (2022)</p> <p>50% of VCE (3/4) units demonstrate</p>

			<p>value add as measured by report 10 (VASS data source)</p> <p>Improve the positive endorsement for Guaranteed and Viable Curriculum on the SSS from 23% (2018) to 50% (2022)</p> <p>Increase attendance across the school from an actuated 90% (2018) to an actuated 94% (2022)</p> <p>By 2022, reduce average days absent for Year 9 (21.9) and Year 10 (21.18) to 14</p> <p>Improve positive endorsement on the AToSS for the following factors:</p> <p>Voice and agency from 49% (2018) to 75% (2022)</p> <p>Differentiated learning challenge from 59% (2018) to 70% (2022)</p> <p>Student confidence from 63% (2018) to 70% (2022)</p>
Maximise student performance across all learning areas	No	Increase the percentage of students achieving above expected level as measured by teacher judgements from 13% (2018) to 25% (2022)	
		Decrease the percentage of students achieving low growth in NAPLAN Mathematics from 30% (2018) to 20% (2022)	

		Increase the percentage of students achieving in the top two bands for Year 9 NAPLAN Numeracy to be consistently above 25%	
		Increase the VCE mean study score from 30.20 (2018) to 31 (2022)	
		50% of VCE (3/4) units demonstrate value add as measured by report 10 (VASS data source)	
Improve student individual outcomes in Literacy	No	Increase the percentage of Year 9 students with high growth in the following NAPLAN areas: <ul style="list-style-type: none"> <li>• Reading from 18% (2018) to 25% (2022)</li> <li>• Writing from 7% (2018) to 25% (2022)</li> </ul>	
		Increase the percentage of Year 9 students in the top two bands in the following NAPLAN areas: <ul style="list-style-type: none"> <li>• Reading from 13% (2018) to 25% (2022)</li> <li>• Writing from 4% (2018) to 15% (2022)</li> </ul>	

		Increase the mean study score for English to 31 or above for each year of the SSP	
		Improve the positive endorsement for Guaranteed and Viable Curriculum on the SSS from 23% (2018) to 50% (2022)	
Increase the active participation of all students in their learning.	Yes	Increase attendance across the school from an actuated 90% (2018) to an actuated 94% (2022)	
		By 2022, reduce average days absent for Year 9 (21.9) and Year 10 (21.18) to 14	
		<p>Improve positive endorsement on the AToSS for the following factors:</p> <ul style="list-style-type: none"> <li>• Voice and agency from 49% (2018) to 75% (2022)</li> <li>• Differentiated learning challenge from 59% (2018) to 70% (2022)</li> <li>• Student confidence from 63% (2018) to 70% (2022)</li> </ul>	

<p><b>Goal 1</b></p>	<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>
<p><b>12 Month Target 1.1</b></p>	<p>100% of students in Year 7 - 10 will show growth in PAT R data          Increase the percentage of Year 9 students with high growth in the following NAPLAN areas:          Reading from 18% (2018) to 25% (2022)          Writing from 7% (2018) to 25% (2022)          Increase the percentage of Year 9 students in the top two bands in the following NAPLAN areas:          Reading from 13% (2018) to 25% (2022)          Writing from 4% (2018) to 15% (2022)          Increase the mean study score for English to 31</p> <p>Increase the percentage of students achieving in the top two bands for Year 9 NAPLAN Numeracy to be consistently above 25%</p> <p>100% of students in Year 7 - 10 will show growth in PAT M data</p> <p>Improve VCE Study Scores:          Increase the VCE mean study score from 30.20 (2018) to 31 (2022)</p> <p>50% of VCE (3/4) units demonstrate value add as measured by report 10 (VASS data source)</p> <p>Improve the positive endorsement for Guaranteed and Viable Curriculum on the SSS from 23% (2018) to 50% (2022)</p> <p>Increase attendance across the school from an actuated 90% (2018) to an actuated 94% (2022)</p> <p>By 2022, reduce average days absent for Year 9 (21.9) and Year 10 (21.18) to 14</p> <p>Improve positive endorsement on the AToSS for the following factors:          Voice and agency from 49% (2018) to 75% (2022)          Differentiated learning challenge from 59% (2018) to 70% (2022)          Student confidence from 63% (2018) to 70% (2022)</p>

Key Improvement Strategies		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.	
<b>Goal 2</b>	Increase the active participation of all students in their learning.	
<b>12 Month Target 2.1</b>		
<b>12 Month Target 2.2</b>		
<b>12 Month Target 2.3</b>		
Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build a common understanding of ways to involve students in their learning	No
<b>KIS 2</b> Empowering students and building school pride	Embed student voice and agency in student learning	No

<b>KIS 3</b> Intellectual engagement and self-awareness	Enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students	No
<b>KIS 4</b> Health and wellbeing	Employ a whole school agreed approach to student wellbeing that involves all stakeholders: students, teachers and parents/carers	No
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.		

## 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>
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	<p>Differentiated learning challenge from 59% (2018) to 70% (2022)</p> <p>Student confidence from 63% (2018) to 70% (2022)</p>
<p><b>KIS 1</b> Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p><b>Actions</b></p>	<p>Development of a Numeracy Strategy - focus on review of current work and approaches to teaching Maths - support from Project 22</p> <p>Target Numeracy Intervention supports at year 8, 9 and 10 (TLI and MYLNS)</p> <p>Collaboration with 'Teaching Partners' (DSSI) - Project 22</p> <p>Continued implementation of the Literacy Strategy</p> <p>Target Literacy Intervention at year 7, 8, 9 and 10 (TLI and MYLNS)</p> <p>Continue the explicit teaching of vocabulary strategies</p> <p>Early Identification of AT Risk students in senior years, and support programs put in place.</p> <p>Learning Leaders and Teacher development in Moderation and Assessment</p> <p>Continuation of PLC's to develop teacher collaboration and development</p> <p>Further development of formative assessment strategies to identify ZPD for students and allow differentiation</p> <p>Provide targeted professional learning for staff- 1:1 coaching</p> <p>NAPLAN preparation for literacy and numeracy</p> <p>Faculty specific software student resources</p> <p>Use of 'School Reform for Welfare Menu's' funding</p>
<p><b>Outcomes</b></p>	<p>Whole school literacy continues:</p> <p>Leaders will:</p> <p>Provide guidance for teachers to access relevant data and how to use it to inform their teaching practice</p> <p>Ensure PLC is a student focus</p> <p>Facilitate collaboration between colleagues</p> <p>Literacy:</p> <p>Teachers will:</p> <p>Continue to embed vocabulary and comprehension strategies in their classroom practices (e.g lessons, CATs, Units)</p> <p>Continue to monitor improvement through available data sets - PAT-R</p> <p>Authentically embed reading, writing and learning strategies into new units of work for continuity.</p> <p>Update existing units of work to include explicit teaching of reading, writing and spelling strategies.</p> <p>Students will:</p> <p>Use reading and writing strategies meaningfully within their learning.</p> <p>Use spelling strategies meaningfully within their learning.</p> <p>Be able to articulate the importance of literacy</p>

	<p>Moderation And Assessment</p> <p>Teachers will:</p> <p>Use formative assessment to guide teaching</p> <p>Collaboratively design assessment tasks with opportunities for all to achieve</p> <p>Over a unit assess students in more than one way</p> <p>Provide meaningful feedback that leads to growth</p> <p>Develop Feedback for Learning with teachers and students</p> <p>Assess with accuracy/evidence and consistency</p> <p>Students will:</p> <p>Use feedback and moderation to check for understanding</p>			
<b>Success Indicators</b>	<p>PAT R</p> <p>PAT M</p> <p>NAPLAN benchmark and top two bands</p> <p>Documented curriculum for assessment and differentiation</p> <p>KLD and PLC meeting documentation</p> <p>AToSS results</p> <p>Staff opinions survey results</p> <p>Learning Walk/Peer Observation data</p>			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Target Numeracy Intervention supports at year 8, 9 and 10 (TLI and MYLNS)	<input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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

Target Literacy Intervention at year 7, 8, 9 and 10 (TLI and MYLNS)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal	<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
Continued implementation of the Literacy Strategy. Faculty-specific resourcing identified to support literacy/vocabulary	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,500.00  <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
Sounds-Write Program - Term 1 training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,280.00  <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
Early Identification of AT Risk students in senior years, and support programs put in place	<input checked="" type="checkbox"/> Sub School Leader/s	<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
Continuation of PLCs to develop teacher collaboration and development	<input checked="" type="checkbox"/> Assistant Principal <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
Provide targeted professional learning for staff- 1:1 coaching	<input checked="" type="checkbox"/> Teaching Partners (DSSI)	<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
NAPLAN preparation for literacy and numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Faculty specific software student resources	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$25,000.00

			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
PAT M & PAT R twice a year for years 7 - 10	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <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
Faculty-specific resourcing identified to support literacy/vocabulary across all disciplines	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,500.00  <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
Further development of formative assessment strategies to identify ZPD for students and allow differentiation	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<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
<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>	Continue to align with student identified themes of Help-seeking and respect. Utilising seven available resources to support student's wellbeing and mental health across three levels - whole school, particular cohorts and individual students.			
<b>Outcomes</b>	Interventions Leaders will: Ensure the required Professional Development is provided (Respectful Relationships, Mental Health First Aid, etc) Develop and implement consistent practices to support students at the point of need. Identify intervention avenues for wellbeing and learning Wellbeing Team			

MYLNS

TLI

Integration

Modified Programs

External agencies

Monitor the processes and data

Teachers will:

Collaborate to develop, implement and monitor the respectful relationships program

Support students to achieve – scaffold tasks as needed

ES Staff- Wellbeing and Integration

Provide additional supports to students through intervention programs – Level 2 and 3

Have classroom practices in place that support SOLE processes

Be consistent in their classroom management

Monitor student learning behaviours

Students will:

Access the supports and programs as required (with support of families where necessary)

Understand the expectations of them in each classroom

Receive consistent messaging on their learning behaviours

Monitor their own learning behaviours

Respectful Relationships

Leaders will :

Guide and monitor

Provide resources, participate in Professional Learning

Provide a scope and sequence

Promote, monitor, review and support

Liaise with Wellbeing Team to foster whole school approach

Teachers will:

Work collaboratively within the sub-school team to develop lessons and programs

Participate in Professional Learning – Trauma Based Practice, Respectful relationships

Liaise with students for student voice and agency

Monitor and gather evidence of student outcomes - learning

Students will:



	Actively participate in programs Complete tasks in an appropriate manner, collaboratively, collectively, individually as required Engage in identifying inappropriate behaviours Submit tasks and contributions,			
<b>Success Indicators</b>	AToSS survey results Safe and Orderly Data sets - class exits, restorative conversations and attendance. Respectful relationships survey Data sets from participation in ANROWS study (year 7 and 9 cohort)			
<b>Activities and Milestones</b>	<b>People Responsible</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Funding Streams</b>
Respectful Relationships and implementation into curriculum	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<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
Targeted Professional Learning for Staff - Respectful Relationships, Mental Health First Aid Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 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
PAT M AND PAT R Testing for Years 7 - 10 in Term One and Term Four	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<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
Teen Mental Health First Aid at Year 9	<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	\$1,000.00  <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

Continued Development of Positive Behaviour Plan & SOLE	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<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
Early identification of 'At Risk' students in the Senior Years	<input checked="" type="checkbox"/> Team Leader(s)	<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
Continued development of PLC and teacher collaboration	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<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
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## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$63,830.00	\$51,500.00	\$12,330.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$25,000.00	\$0.00	\$25,000.00
<b>Total</b>	<b>\$88,830.00</b>	<b>\$51,500.00</b>	<b>\$37,330.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Faculty specific software student resources	\$25,000.00
PAT M & PAT R twice a year for years 7 - 10	\$4,000.00
Faculty-specific resourcing identified to support literacy/vocabulary across all disciplines	\$22,500.00
<b>Totals</b>	<b>\$51,500.00</b>

### Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Faculty specific software student resources	from: Term 1	\$25,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 4		
PAT M & PAT R twice a year for years 7 - 10	from: Term 1 to: Term 4	\$4,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Faculty-specific resourcing identified to support literacy/vocabulary across all disciplines	from: Term 1 to: Term 4	\$22,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$51,500.00	

### 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
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
Sounds-Write Program - Term 1 training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Continuation of PLCs to develop teacher collaboration and development	<input checked="" type="checkbox"/> Assistant Principal <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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Targeted Professional Learning for Staff - Respectful Relationships, Mental Health First Aid Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources Respectful Relationships	<input checked="" type="checkbox"/> On-site
Continued Development of Positive Behaviour Plan & SOLE	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site