2024 Annual Implementation Plan

for improving student outcomes

Box Hill Senior Secondary College (7050)

BOX HILL SENIOR SECONDARY COLLEGE

Submitted for review by Warren Dawson (School Principal) on 27 February, 2024 at 09:03 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 27 February, 2024 at 09:26 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
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	

	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	

	FISO 2.0 Dimensions	Self-evaluation level
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	

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 and resources	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	

Future planning	In 2023 we have started our involvement in the Real Schools Network, focusing on building resilience and related skills. In 2024 we will continue our involvement but will need to re-visit the general skills, knowledge and capabilities throughout the year. The Advocacy Program has been partially reviewed and additional structure and content is being added for 2024. We have decided to join the Resilience Project, with staff receiving training and curriculum will be delivered through student diaries with individual year based curriculum activities and exercises being examined weekly. In addition to this, a structured Assembly program led by student leaders will also be used to build greater levels of connectedness and engagement by students. 5R's PD and a general guide was produced and delivered to all staff but 2024 will require a re-examination of the 5R's to ensure greater consistency within every classroom.

	Student Leaders have been identified earlier this year with appointments being made before the end of the calendar year. Additional leadership training for all student leaders will be offered, although with a potential peer mentoring program to be implemented and delivered by Year 11's in 2024. A revamped start to the year in 2024, with three days of explicit team building and relationships development workshops and activities will also be trialed in the first week of Term 1 to improve engagement and understanding. Principal class members and Leading Teachers will also conduct regular classroom visits each week to support staff but also raise visibility across the school, to active model and support a collaborative team based approach. Further PD will be run for staff to assist with teaching explicit values, improved behaviour management and improved instructional practice. The Principal will introduce a "GROWTH Coaching" approach to professional conversations so that professional conversations are conducted to grow capacity and find solutions to general challenges over time. While an Attendance Officer was employed to assist with improving general engagement at school, there needs to be a more consistent and regular communication with parents to ensure that long term absence is avoided and that students are better supported. The employment of two Leading Teachers to lead respective Sub-schools (Years 9-10 & Years 11-12), with an Assistant Principal over-seeing each Sub-School should provide greater levels of support and structure for all staff and students in 2024.
Documents that support this plan	

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. |
|---|---|---|---|
| **Priorities goal**
In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. | No | Support for the priorities | |
| To improve outcomes in literacy and numeracy for all students. | Yes | To increase the mean study score in the following VCE Study Groups:
• **English** – from 25.5 (2022) to 27.5 (2026)
• **Business Studies**- Business Management – from 23.6 (2022) to 25.6 (2026)
• **Mathematics** – Further Mathematics from 24.4 (2022) to 26.4 (2026)
• **Mathematics** – Mathematical Methods (CAS) from 23.0 (2022) to 25.0 (2026)
• **Science** – Biology from 22.9 (2022) to 24.9 (2026)
• **Science –** Chemistry from 23.0 (2022) to 25.0 (2026)
• **Science** – Physics from 24.6 (2022) to 26.6 (2026)
• **Science** – Psychology from 21.6 (2022) to 23.6 (2026) | Our targets, link to the following area of focus: To improve data use by teachers to better inform teaching and learning practice.Our 2023 VCE Study Median scores were:English - 26 to 26.5Business Studies - 25.5 to 26Maths - Further Maths - Maths - Maths Methods - 20 to 20.5Biology - 22 to 22.5Chemistry - NA in 2023 (did not run)Physics - 23.5 to 24Psychology - 27 to 27.5Design & Technology - 28 to 28.5Food Technology - 33 to 33.5In general terms our VCE Median was 26 so we will look at continuing to improve this to 26.5 or higher in 2024. |

		• **Technology** – Design and Technology from 23.0 (2022) to 25.0 (2026) • **Technology** – Food and Technology from 25.6 (2022) to 27.6 (2026)	
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • Teaching and Learning- Practice Improvement module: Use pedagogical model from 50% (2022) to 65%.	Our 12 month target for Teaching and Learning Practice Improvement Module: Use Pedagogical Model is from 50% to 60%
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • Teaching and Learning- Evaluation module: Understand how to analyse data from 38% (2022) to 50%.	Our 12 month target for Teaching and Learning Evaluation Module: Understand how to analyse data is from 38% to 45%.
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • Teaching and Learning- Implementation module: Use high impact teaching strategies from 56% (2022) to 67%.	Our 12 month target for Teaching and Learning Implementation Module: Use High Impact teaching strategies (Learning Intentions and Success Criteria) is from 56% to 61%.
To improve wellbeing for all students	Yes	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • Teaching and Learning-Planning module: plan differentiated learning activities from 50% (2022) to 60%.	Our 12 month target for Teaching and Learning Planning Module: Plan Differentiated Learning Activities is from 50% to 55%

		By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors: • Social engagement module: Sense of connectedness at 71% (2022) or higher.	Our 12 month target for Social Engagement Module: Sense of Connectedness is from 71% to 75%
		By 2026, decrease the percentage of not positive responses on the Attitudes to School Survey to the following factors: • Effective teaching practice for cognitive engagement module: Stimulated learning from 26% (2022) to 15%.	Our 12 month target for Effective Teaching Practice for Cognitive Engagement Module: Stimulating Learning is from 26% to 20%. (leading to more stimulated learning occurring in all classes)
		By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors: • Parent community engagement module: School communication from 54% (2022) to 66%.	Our 12 month target for Parent Community Engagement Module: School Communication is from 54% to 60%.
To improve student agency and pathways for all students.	No	By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • Teaching and Learning- Evaluation module: use student feedback to improve practice from 38% (2022) to 50%.	
		By 2026, increase the percentage of positive responses on the School Staff Survey to the following factor: • School climate module: Collective efficacy from 44% (2022) to 55%.	

		By 2026, maintain or increase the percentage of positive responses on the Attitudes to School Survey to the following factors: • Social engagement module: Student voice and agency at 53% (2022) or higher.	
		By 2026, increase the percentage of positive responses on the Parent Opinion Survey to the following factors: • School ethos and environment module: General school satisfaction from 52% (2022) to 67%.	

Goal 2	To improve outcomes in literacy and numeracy for all students.
12-month target 2.1-month target	Our targets, link to the following area of focus: To improve data use by teachers to better inform teaching and learning practice. Our 2023 VCE Study Median scores were: English - 26 to 26.5 Business Studies - 25.5 to 26 Maths - Further Maths - Maths - Maths Methods - 20 to 20.5 Biology - 22 to 22.5 Chemistry - NA in 2023 (did not run) Physics - 23.5 to 24 Psychology - 27 to 27.5 Design & Technology - 28 to 28.5 Food Technology - 33 to 33.5 In general terms our VCE Median was 26 so we will look at continuing to improve this to 26.5 or higher in 2024.
12-month target 2.2-month target	Our 12 month target for Teaching and Learning Practice Improvement Module: Use Pedagogical Model is from 50% to 60%

12-month target 2.3-month target	Our 12 month target for Teaching and Learning Evaluation Module: Understand how to analyse data is from 38% to 45%.	
12-month target 2.4-month target	Our 12 month target for Teaching and Learning Implementation Module: Use High Impact teaching strategies (Learning Intentions and Success Criteria) is from 56% to 61%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Leadership	Develop and implement a whole college literacy and numeracy plan.	Yes
KIS 2.b Teaching and learning	Develop and implement a PLC model	Yes
KIS 2.c Support and resources	Develop a consistent approach to the implementation of High Impact Teaching Strategies (HITS).	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.	Our rationale is to continue with the on-going work that has been occurring over the past 3-4 years, as we look for further school improvement. The development and implementation of our College Literacy and Numeracy Plans is well underway and will be fully embedded in 2024, with support for teachers being provided through a range of PD, delivered via Network, Bastow or in-house TLA means. To support this development, PLC's will be re-launched given it was apparent that many of the structures and processes were not being followed. The College had attempted to "re-do" the PLC training but were not supported from a system perspective so we will look at implementing an internal PLC system to drive greater consistency around curriculum planning, documentation and pedagogical practice (including the more consistent use of HITS, in particular the use of Learning Intentions and Success Criteria in every lesson and also visible in the curriculum planning outlines).	
Goal 3	**To improve wellbeing for all students**	
12-month target 3.1-month target	Our 12 month target for Teaching and Learning Planning Module: Plan Differentiated Learning Activities is from 50% to 55%	
12-month target 3.2-month target	Our 12 month target for Social Engagement Module: Sense of Connectedness is from 71% to 75%	

12-month target 3.3-month target	Our 12 month target for Effective Teaching Practice for Cognitive Engagement Module: Stimulating Learning is from 26% to 20%. (leading to more stimulated learning occurring in all classes)	
12-month target 3.4-month target	Our 12 month target for Parent Community Engagement Module: School Communication is from 54% to 60%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Build all staff capability to respond to the learning and wellbeing needs of individual groups and priority cohorts.	Yes
KIS 3.b Engagement	Embed multi-tiered systems of support that enhance student wellbeing and mental health, engagement and inclusion.	No
KIS 3.c Support and resources	Develop a consistent approach to the implementation of High Impact Wellbeing Strategies (HIWS).	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.	Our Wellbeing focus for 2024 is to simplify areas of focus and build better and improved relationships across the College, to address overall engagement and attendance issues. The introduction of a revised pastoral care program from the previous Advocacy to the GEM Program, will enable us to grow an improved student and staff understanding of resilience, under the areas of Gratitude, Empathy and Mindfulness. Use of a new Year Level based diary system, which incorporates weekly lessons and support through links and PD will assist in developing student capacity over time. This coupled with a new Year Level and Sub-School structure of teams across the College should see the College deliver a better response to general wellbeing, engagement and attendance needs. Two new Leading Teacher positions have also been introduced to oversee the respective Sub-Schools of Years 9 & 10 and Years 11 & 12, to further provide support to staff and students in terms of teaching and learning and wellbeing. During 2024, staff will receive PD in areas such as differentiation and improving student resilience through the "Real Schools Network", while a structured Assembly schedule where students can be acknowledged more consistently is also being introduced. An emphasis on a more effective and consistent use of Compass to communicate more effectively with parents is also a focus, including modifying academic progress reports to assist with improving student and family understanding of progress or areas of improvement.	

Define actions, outcomes, success indicators and activities

Goal 2	To improve outcomes in literacy and numeracy for all students.
12-month target 2.1 target	Our targets, link to the following area of focus: To improve data use by teachers to better inform teaching and learning practice. Our 2023 VCE Study Median scores were: English - 26 to 26.5 Business Studies - 25.5 to 26 Maths - Further Maths - Maths - Maths Methods - 20 to 20.5 Biology - 22 to 22.5 Chemistry - NA in 2023 (did not run) Physics - 23.5 to 24 Psychology - 27 to 27.5 Design & Technology - 28 to 28.5 Food Technology - 33 to 33.5 In general terms our VCE Median was 26 so we will look at continuing to improve this to 26.5 or higher in 2024.
12-month target 2.2 target	Our 12 month target for Teaching and Learning Practice Improvement Module: Use Pedagogical Model is from 50% to 60%
12-month target 2.3 target	Our 12 month target for Teaching and Learning Evaluation Module: Understand how to analyse data is from 38% to 45%.
12-month target 2.4 target	Our 12 month target for Teaching and Learning Implementation Module: Use High Impact teaching strategies (Learning Intentions and Success Criteria) is from 56% to 61%.
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Develop and implement a whole college literacy and numeracy plan.

safe and orderly learning environment	
Actions	The College will continue to develop and finalise whole school College Literacy and Numeracy plans, with consultation with all relevant learning area staff. The College will continue to provide PD for staff in English and Maths to develop their professional capabilities, knowledge and skills regarding consistent use of HITS, attendance at relevant Network Numeracy and Literacy sessions, supported through a PLC re-development to occu throughout 2024.
Outcomes	Leadership - will support teachers with their PD needs to address improvements in academic outcomes and general wellbeing. There will be a focus around introducing coaching (GROWTH) into the professional conversations that are had across the College, with a focus on a collaborative "solutions based" approach. The pedagogical model will be reviewed, with data analysis PD being provided to all staff to build professional capacity and understanding. A revised College Progress Report template will be provided to improve the overall feedback provided to students, while also driving striving for teacher consistent though on-going moderation, PD and TLA planning time. Further development of HITS for staff, with a focus around Learning Intentions and Success Criteria will allow staff to build their instructional practice capabilities over this year. Teachers will have documented curriculum, including LEARN lessons on Compass, linked to all relevant VELS, VCE and VM VCE standards. Teachers will receive PD in areas such as data use to inform teaching, including establishing moderation opportunities where applicable, particularly in English and Maths Teachers will have consistent curriculum and lessons plans with Learning Intentions and Success Criteria evident in all documents Teachers of VCE will have improvement plans for their respective subjects, as a strategic tool to improve overall results over time Teachers should be able to demonstrate academic progress and achievement in all classes, also related to improved VCE median scores in 2024 Students will have a clearer understanding of the focus of each lesson and what success looks like, linked to the documented plans on Compass Students will have an improved understanding of their learning data and the areas of improvement linked to relevant literacy and numeracy plans Students will have an improved sense of learning confidence, due to a clearer understanding of the focus of each lesson.

	Students will have an improved understanding of the College pedagogical model (the LEARN Model) and the appropriate elements of the lesson structure in all lessons
Success Indicators	Evidence that we have met our goals and general targets for 2024 would be as follows: Compass LEARN Lesson Plans will all have Learning Intentions and Success Criteria, linked to respective VELS, VCE or VM VCE standards and capability. Staff Survey Data - Teaching and Learning Practice Improvement Module: Use Pedagogical Model is from 50% to 60% Staff Survey Data - Teaching and Learning Evaluation Module: Understand how to analyse data is from 38% to 45% Staff Survey Data - Teaching and Learning Implementation Module: Use High Impact teaching strategies (Learning Intentions and Success Criteria) is from 56% to 61% Completion of relevant and on-going PD such as Bastow Mathematics program, Leading Literacy and involvement in the Network Numeracy days will provide learning and artefacts to highlight staff professional development.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Attendance at Network Numeracy Events and the associated learning and sharing of curriculum artefacts to better inform and reflect upon practice improvement	☑ Curriculum co-ordinator (s) ☑ Numeracy leader ☑ School leadership team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
College led PD and reflection on the effective and consistent use of Learning Intentions and Success Criteria in all LEARN lessons. Artefacts and samples to be collected throughout the year.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$500.00

English staff to undertake internal PD and moderation to share practice for consistency	☑ Assistant principal ☑ Literacy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
Maths staff collaborate to develop College Numeracy Plan, including moderation to improve professional practice	☑ Assistant principal ☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
PLC focus to include literacy and numeracy improvement when PLC teams develop their 'problem of practice'	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$0.00
PL- Whole School Disciplinary Literacy with a focus on improving 'reading' to follow up with Whole School Literacy Improvement Plan	☑ Assistant principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$500.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement a PLC model			

Actions	Review, implement and PD all staff on PLC structures and how they will operate at BHSSC. This will provide clarity regarding professional expectations regarding how we work as professional learning teams, linked to improved documentation and curriculum implementation.
Outcomes	Staff will work in visible PLC groups to examine problems in practice. Datawise will be introduced, in terms of general process, to assist staff in digging deeper into their data from a critically reflective standpoint, which will support teaching and learning practice overall. Where possible, moderation will also be implemented, starting with English and Maths TLA's but all learning areas will be encouraged to look at ways to collaborate more effectively in regards to curriculum planning, assessment and the effective use of data to inform practice.
	Leaders will lead PD and develop Datawise protocols and general practice, which will be introduced to all teaching staff so that when unpacking data, they will follow a clear and concise process to ensure that professional judgements are maximised, to improve teaching and learning and general feedback to students as well.
	Leaders will lead the development of curriculum documents where the explicit acknowledgement of HITS will be evident in relevant curriculum planning documents, starting with a focus around Learning Intentions and Success Criteria, which should be consistent across the College.
	Teachers will undertake PD to establish a consistent approach to the PLC frameowrk, including associated data analysis techniques and associated processes, when using data to inform their practice.
	Teachers will collaboratively examine and reflect on student data, particularly through TLA's or other professional collaboration opportunities
	Teachers will Datawise protocols to unpack and examine student data to ensure that there is a consistent data practice across the College
	Teachers will moderate more consistently, starting with English and Maths, to examine relevant literacy and numeracy data
	Teachers will provide improved feedback to students, using their data to improve student understanding of progress and performance overall in all classes
	Students will demonstrate a clearer understanding of the Learning Intention/s for each lesson and the related Success Criteria they are attempting to achieve as well.
	Students will demonstrate an improved engagement in their learning, as evidenced by improved SATSS data, as they will have an improved understanding and relevance of their learning
	Students will demonstrate an improved understanding of their literacy and numeracy data, so that they can work collaboratively with their teachers to make progress and improve their overall outcomes

Success Indicators	On-going improvements in VCE Study Mean/Median results, as evidenced through VCE overall data. Our 2023 VCE Study Median scores were: English - 26 to 26.5 Business Studies - 25.5 to 26 Maths - Further Maths - Maths - Maths Methods - 20 to 20.5 Biology - 22 to 22.5 Chemistry - NA in 2023 (did not run) Physics - 23.5 to 24 Psychology - 27 to 27.5 Design & Technology - 28 to 28.5 Food Technology - 33 to 33.5 In general terms our VCE Median was 26 so we will look at continuing to improve this to 26.5 or higher in 2024. In simple terms we are striving to achieve 0.5 ATAR score improvements across all VCE studies. In our curriculum planning documents, there will be consistent evidence of the LEARN lesson model being used, linked to improved analysis and use of student data to inform practice. Learning Intentions and Success Criteria should be evident in all classrooms to assist with student understanding in all classrooms as to the intent and purpose of the learning in a lesson, while also providing a clear outline of what success looks like to provide clarity to all students of their learning and achievement focus.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Data Analysis PD to assist staff with understanding subject cohort data, including VCE and NAPLAN analysis	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$500.00
PLC Whole School PD to establish College wide norms and standards	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Regular PLC Group Meetings to develop curriculum documentation and delivery consistency	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$500.00

HITS PD - Internal Re-focus around Learning Intentions and Success Criteria	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Datawise PD to unpack general process regarding data analysis (probably once a Term) to unpack the all of the stages	☑ Administration team ☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00
Learning Walks/Classroom Observations to support staff to make learning visible in classrooms through HITS with a focus on Learning Intentions and Success Criteria	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00

Goal 3	To improve wellbeing for all students
12-month target 3.1 target	Our 12 month target for Teaching and Learning Planning Module: Plan Differentiated Learning Activities is from 50% to 55%
12-month target 3.2 target	Our 12 month target for Social Engagement Module: Sense of Connectedness is from 71% to 75%
12-month target 3.3 target	Our 12 month target for Effective Teaching Practice for Cognitive Engagement Module: Stimulating Learning is from 26% to 20%. (leading to more stimulated learning occurring in all classes)
12-month target 3.4 target	Our 12 month target for Parent Community Engagement Module: School Communication is from 54% to 60%.
KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Build all staff capability to respond to the learning and wellbeing needs of individual groups and priority cohorts.

safe and orderly learning environment	
Actions	To improve the welling of students there will be a range of structural changes and PD provided to staff to build professional capacity. As a starting point, the school has been re-structured into Year Level distinct teaching and learning teams, linked explicitly to the revised and new pastoral care program called the GEM Program (Gratitude, Empathy & Mindfulness). In collaboration with the Resilience Project, delivered through student diaries and associated resources, staff will deliver a range of curriculum designed to build an improved culture across the school. In addition to this, Real Schools PD and general supports will be continued to build upon staff capacity to create calmer classrooms, built around restorative practices. Improved staff communication to families is also an area of focus to build better student-staff and staff-parent relationships across the school. A consistent and regular College assembly structure has also been introduced so that we can acknowledge and recognise student progress and achievement in a more consistent manner, including inviting specific parents to these events to build a more positive learning community. The MHP will also provide on-going support and PD to staff specifically related to the HIWS, as a measure to support staff in building their understanding and knowledge of wellbeing strategies that can be used in all classes. A wellbeing hub and international student centre have alos been established to specifically support cohorts of students and/or deliver programs to address individual or small group needs.
Outcomes	Leaders will acknowledge the work being done by staff and students on a more consistent basis to promote a "strengths based and positive culture" across the school Leaders will organise regular Assemblies and other forums to acknowledge staff and student achievement or progress, while also providing parents with more opportunities to attend school Assemblies through better communication Teachers will actively look to improve relationships with students, while also making an effort to email introductions to parents to build further understanding of our learning program. This also includes acknowledging students through "Student Classroom Awards" as a recognition of positive behaviours. Teachers will plan to differentiate delivery to students, based on data analysis, to better meet student needs. Teachers will actively engage in getting to know their students, through the activities and curriculum undertaken in the GEM program Teachers will look at ways to collect data from students regarding the learning that they are undertaking, through the use of "exit tickets", to better ascertain if the teaching and learning is engaging students. Teachers will reflect more consistently on the available student data, to plan for improved and differentiated curriculum which engages students on a more consistent basis Teachers will communicate more consistently through Compass to highlight the current learning undertaken and to build improved avenues of connection between the school, our families and the wider community

	Students will be actively recognised and acknowledged through regular assemblies and classroom student awards to active promote a positive school culture Students will demonstrate a greater understanding of general wellbeing, through activities and curriculum embedded into the GEM program that focus on Gratitude, Empathy and Mindfulness Students will demonstrate a greater sense of connectedness to school, through improved SATSS data and general engagement Students will demonstrate improved levels of student voice and agency through regular recognition and acknowledgement, along with greater levels of participation, linked to whole school attendance as well.
Success Indicators	The success indicators or sources that would indicate progress towards improving wellbeing are as follows: Sample evidence of curriculum planning and documents, indicating that tasks were planned with a differentiated approach in mind, starting with English and Maths Student engagement and attendance should reflect improvements in overall attendance data but also in terms of SATSS data, linked explicitly to sense of connectedness Student judgements regarding SATSS stimulated learning should also indicate improvement, based on improved and more relevant curriculum delivery, starting with English and Maths Parent survey data should indicate that communication to parents has improved and that they are better connected to the school and the learning of children across the College Anecdotally, Sub-School teams should be able to demonstrate the improved and more consistent approaches used in acknowledging student progress and achievement through regular assemblies, where parents will be invited to attend these functions

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Trial a new pastoral care program called the GEM program, linked explicitly to the Resilience Project and a new school diary, where pastoral care activities are undertaken each week. PD has also been provided for all staff, including on-line resources to support teacher and student learning.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Schools Mental Health Menu items will be used which may include DET

				funded or free items
Real Schools Network and associated PD to build staff knowledge regarding restorative practices and creating a calmer classroom culture.	☑ All staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
PD will be provided regarding the HIWS and the need to integrate the related skills and knowledge within our curriculum and/or pastoral care programs.	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$100.00
Employment of two ES classroom support staff to assist students in regards to Disability Inclusion and PSD, to better support their learning and wellbeing needs	☑ Education support	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used ☑ Disability Inclusion Tier 2 Funding will be used
Employment of an ES Social Worker/Wellbeing Leader 1-4 0.8 to support students and staff in regards to general engagement, mental health and wellbeing.	☑ Education support	☐ PLP Priority	from: Term 1	$80,000.00

			to: Term 4	☑ Equity funding will be used
Regular attendance and lateness to school audits to highlight which students are either at risk and/or their academic and general wellbeing needs require further internal or DET interventions	☑ Assistant principal ☑ Education support ☑ Homegroup teachers ☑ School leadership team ☑ Student wellbeing co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$58,604.20	$156,000.00	-$97,395.80
Disability Inclusion Tier 2 Funding	$56,725.91	$50,000.00	$6,725.91
Schools Mental Health Fund and Menu	$48,466.67	$15,000.00	$33,466.67
Total	**$163,796.78**	**$221,000.00**	**-$57,203.22**

Activities and milestones – Total Budget

Activities and milestones	Budget
Attendance at Network Numeracy Events and the associated learning and sharing of curriculum artefacts to better inform and reflect upon practice improvement	$2,000.00
English staff to undertake internal PD and moderation to share practice for consistency	$1,500.00
Maths staff collaborate to develop College Numeracy Plan, including moderation to improve professional practice	$1,500.00
PLC Whole School PD to establish College wide norms and standards	$1,000.00
Trial a new pastoral care program called the GEM program, linked explicitly to the Resilience Project and a new school diary, where pastoral care activities are undertaken each week. PD has also been provided	$15,000.00

for all staff, including on-line resources to support teacher and student learning.	
Real Schools Network and associated PD to build staff knowledge regarding restorative practices and creating a calmer classroom culture.	$20,000.00
Employment of two ES classroom support staff to assist students in regards to Disability Inclusion and PSD, to better support their learning and wellbeing needs	$100,000.00
Employment of an ES Social Worker/Wellbeing Leader 1-4 0.8 to support students and staff in regards to general engagement, mental health and wellbeing.	$80,000.00
Totals	$221,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Attendance at Network Numeracy Events and the associated learning and sharing of curriculum artefacts to better inform and reflect upon practice improvement	from: Term 1 to: Term 4	$2,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT
English staff to undertake internal PD and moderation to share practice for consistency	from: Term 1 to: Term 4	$1,500.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT

Maths staff collaborate to develop College Numeracy Plan, including moderation to improve professional practice	from: Term 1 to: Term 4	$1,500.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT	
PLC Whole School PD to establish College wide norms and standards	from: Term 1 to: Term 4	$1,000.00	☑ Professional development (excluding CRT costs and new FTE)	
Real Schools Network and associated PD to build staff knowledge regarding restorative practices and creating a calmer classroom culture.	from: Term 1 to: Term 4	$20,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	
Employment of two ES classroom support staff to assist students in regards to Disability Inclusion and PSD, to better support their learning and wellbeing needs	from: Term 1 to: Term 4	$50,000.00	☑ School-based staffing	
Employment of an ES Social Worker/Wellbeing Leader 1-4 0.8 to support students and staff in regards to general engagement, mental health and wellbeing.	from: Term 1 to: Term 4	$80,000.00	☑ School-based staffing	
Totals		$156,000.00		

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Employment of two ES classroom support staff to assist students in regards to Disability Inclusion and PSD, to better support their learning and wellbeing needs	from: Term 1 to: Term 4	$50,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education support staff
Totals		**$50,000.00**	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Trial a new pastoral care program called the GEM program, linked explicitly to the Resilience Project and a new school diary, where pastoral care activities are undertaken each week. PD has also been provided for all staff, including on-line resources to support teacher and student learning.	from: Term 1 to: Term 4	$15,000.00	☑ The Resilience Project
Real Schools Network and associated PD to build staff knowledge regarding restorative practices and creating a calmer classroom culture.	from: Term 1 to: Term 4		
Totals		**$15,000.00**	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Attendance at Network Numeracy Events and the associated learning and sharing of curriculum artefacts to better inform and reflect upon practice improvement	☑ Curriculum co-ordinator (s) ☑ Numeracy leader ☑ School leadership team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning	☑ Professional practice day	☑ Departmental resources Inner East Numeracy Network ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
College led PD and reflection on the effective and consistent use of Learning Intentions and Success Criteria in all LEARN lessons. Artefacts and samples to be collected throughout the year.	☑ All staff	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Individualised reflection	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Literacy leaders ☑ High Impact Teaching Strategies (HITS)	☑ On-site
English staff to undertake internal PD and moderation to share practice for consistency	☑ Assistant principal ☑ Literacy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Professional practice day ☑ Formal school meeting / internal	☑ Internal staff ☑ Literacy leaders	☑ On-site

				professional learning sessions ☑ Timetabled planning day		
Maths staff collaborate to develop College Numeracy Plan, including moderation to improve professional practice	☑ Assistant principal ☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Moderated assessment of student learning	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
PLC focus to include literacy and numeracy improvement when PLC teams develop their 'problem of practice'	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ PLC leaders ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Preparation ☑ Collaborative inquiry/action research team ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
PL- Whole School Disciplinary Literacy with a focus on improving 'reading' to follow up with Whole School Literacy Improvement Plan	☑ Assistant principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Preparation ☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

			☑ Curriculum development			
Data Analysis PD to assist staff with understanding subject cohort data, including VCE and NAPLAN analysis	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised reflection	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Timetabled planning day	☑ Internal staff	☑ On-site
PLC Whole School PD to establish College wide norms and standards	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Regular PLC Group Meetings to develop curriculum documentation and delivery consistency	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
HITS PD - Internal Re-focus around Learning Intentions and Success Criteria	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

Datawise PD to unpack general process regarding data analysis (probably once a Term) to unpack the all of the stages	☑ Administration team ☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Learning Walks/Classroom Observations to support staff to make learning visible in classrooms through HITS with a focus on Learning Intentions and Success Criteria	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Trial a new pastoral care program called the GEM program, linked explicitly to the Resilience Project and a new school diary, where pastoral care activities are undertaken each week. PD has also been provided for all staff, including on-line resources to support teacher and student learning.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Resilience Project	☑ On-site
Real Schools Network and associated PD to build staff knowledge regarding restorative practices and creating a calmer classroom culture.	☑ All staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole school pupil free day ☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ External consultants Real Schools Network	☑ On-site

| Employment of two ES classroom support staff to assist students in regards to Disability Inclusion and PSD, to better support their learning and wellbeing needs | ☑ Education support | from: Term 1 to: Term 4 | ☑ Planning ☑ Preparation ☑ Curriculum development | ☑ Formal school meeting / internal professional learning sessions | ☑ Internal staff | ☑ On-site |