2023 Annual Implementation Plan

for improving student outcomes

Melbourne High School (8025)

Submitted for review by Anthony Mordini (School Principal) on 11 March, 2023 at 06:49 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 20 March, 2023 at 02:09 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

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

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	Embedding
	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	Embedding
	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	Embedding
	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	As noted, MHS has undertaken a school review in 2022. It also conducted a 360 degree examination of its leadership team. Towards the end of 2022, the Principal engaged the services of Di Henning and Mary Van Lam Baart both ex- Principal Class members to provide some coaching and support for members of the Leadership Team. These activites have helped to inform planning for 2023 which will address professional learning aimed at developing the teaching capacity of staff and the leadership capacity of the Leadership Team.

Considerations for 2023	A consistent pedagogical framework Building teacher capacity around differentiation Building all staff capacity around wellbeing and engagement - Berry Street Building teacher and leadership capacity around the use of data Building the capacity of staff and student leaders
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	Maximise the learning growth of every student
Target 2.1	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 65% PE 2025
Target 2.2	To improve SOS Use of a pedagogical model from 38% PE 2021 to 65% PE 2025
Target 2.3	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 65% PE 2025
Target 2.4	To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 10% by 2025.

Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a consistent whole school pedagogical framework across the school.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.
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	Build capacity of staff in data and assessment literacy to teach to every student's point of need.
Goal 3	To build student voice and agency to improve student engagement in learning
Target 3.1	Staff Opinion Survey: Improve the positive endorsement for the factor of Use of student feedback to improve practice from 61% PE in 2021 to 70% PE by 2025
Target 3.2	SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 70% PE in 2025

Target 3.3	SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 70% PE 2025
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher and student capacity to utilise reciprocal feedback to inform teacher practices and student learning
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build teacher capacity to increase student agency in classroom practice.
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To investigate broader curriculum options and learning opportunities to cater for student needs
Goal 4	To strengthen the connectedness, resilience and wellbeing of all students
Target 4.1	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025
Target 4.2	SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025

Target 4.3	SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025
Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience
Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers
Key Improvement Strategy 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of staff to recognise and support students with mental health needs

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	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023
Maximise the learning growth of every student	Yes	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 65% PE 2025	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 55% PE 2023
		To improve SOS Use of a pedagogical model from 38% PE 2021 to 65% PE 2025	To improve SOS Use of a pedagogical model from 38% PE 2021 to 50% PE 2023
		To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 65% PE 2025	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023
		To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 10% by 2025.	To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 15% by 2023.

To build student voice and agency to improve student engagement in learning	Yes	Staff Opinion Survey: Improve the positive endorsement for the factor of Use of student feedback to improve practice from 61% PE in 2021 to 70% PE by 2025	Staff Opinion Survey: Improve the positive endorsement for the factor of use of student feedback to improve practice from 61% PE in 2021 to 65% PE by 2023
		SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 70% PE in 2025	SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 65% PE in 2023
		SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 70% PE 2025	SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 66% PE 2023
To strengthen the connectedness, resilience and wellbeing of all students	Yes	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 65% 2025	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 58% 2025
		SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 80% 2025	SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 78% 2023
		SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 83% PE 2025	SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 80% PE 2023

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	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023
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	Maximise the learning growth of every student	
12 Month Target 2.1	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 55% PE 2023	
12 Month Target 2.2	To improve SOS Use of a pedagogical model from 38% PE 2021 to 50% PE 2023	
12 Month Target 2.3	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023	
12 Month Target 2.4	To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 15% by 2023.	
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	Embed a consistent whole school pedagogical framework across the school.	Yes

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.	Yes
KIS 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capacity of staff in data and assessment literacy to teach to every student's point of need.	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.	There was strong feedback from students in the 2022 review that they felt there was a need for teachers to differentiate more and meet them at their point of need. There was also a strong feeling that staff could improve their connectedness with students and show greater concern for them.	

Goal 3	**To build student voice and agency to improve student engagement in learning**
12 Month Target 3.1	Staff Opinion Survey: Improve the positive endorsement for the factor of use of student feedback to improve practice from 61% PE in 2021 to 65% PE by 2023
12 Month Target 3.2	SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 65% PE in 2023
12 Month Target 3.3	SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 66% PE 2023

Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher and student capacity to utilise reciprocal feedback to inform teacher practices and student learning	Yes
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build teacher capacity to increase student agency in classroom practice.	Yes
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To investigate broader curriculum options and learning opportunities to cater for student needs	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.	The greater of use of student feedbacl will increase student agency and responsibility for their learning improvement.	
Goal 4	**To strengthen the connectedness, resilience and wellbeing of all students**	
12 Month Target 4.1	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 58% 2025	
12 Month Target 4.2	SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 78% 2023	
12 Month Target 4.3	SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 80% PE 2023	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience	Yes
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers	Yes
KIS 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of staff to recognise and support students with mental health needs	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.	Consistency will help students to feel that there is equity and fairness in our practices and processes.	

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	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023
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	Continue to develop the Academic Mentoring Program, continue to develop the alumni-led holiday programs, maths club before school and during lunch time and ongoing participation in competitions such as the Maths Olympiad to provide opportunities for exceptional young mathematicians. Establish a data project using incoming student data to identify those most likely to require numeracy and wellbeing support.
Outcomes	Higher engagement and student success. Greater teacher involvement in developing student achievement through tiered and nuanced pedagogical practice.
Success Indicators	Increased academic results. For example, less scores under 30. Improvements in Attitude to School Survey especially around resilience, connectedness and coping skills.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Undertake a data mining exercise of incoming year 9 and 10 students to identify those most likely to encounter difficulties with their mathematics studies and general numeracy	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Data Leader ☑ PLC Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$3,500.00 ☑ 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	Initially a sweep of enrolment data and any information provided through the transfer of student services files to identify students who may require support. Identification of students finding it difficult to engage or with mental health concerns through case managment meetings, form teacher observations and wellbeing staff check ins.
Outcomes	A much more nuanced and strategic use of resources to meet high-risk students at their point of need. (High risk meaning not just self-harm but also risk of not completing their studies).
Success Indicators	Student achievment data, wellbeing check ins, case managment data tracking.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Sweep enrolment data and any information provided through the transfer of student services files to identify students who may require support. Development and procurement of resources and programs for students requiring support eg students withj ASD. End of semester summary of case managment data	☑ Assistant Principal ☑ Data Leader ☑ Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ 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
Goal 2	Maximise the learning growth of every student
12 Month Target 2.1	To improve Staff Opinion Survey (SOS) responses for the factor of Guaranteed and viable curriculum from 51% Positive Endorsement (PE) 2021 to 55% PE 2023
12 Month Target 2.2	To improve SOS Use of a pedagogical model from 38% PE 2021 to 50% PE 2023
12 Month Target 2.3	To improve SOS Planning Differentiated Learning activities from 48% PE 2021 to 55% PE 2023
12 Month Target 2.4	To decrease the number of VCE study scores of 30 or lower from 18.4% in 2021 to 15% by 2023.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a consistent whole school pedagogical framework across the school.
Actions	Development of a school-wide pedagogical practice model
Outcomes	An observable change to the practices in the classrooms - clearly articulated learning intention/goal, differentiated activities, reflection to ascertain content and skill acquisition
Success Indicators	Classroom observations and Student Attitude to School data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of a school-wide pedagogical practice model through professional development and collaborative planning.	☑ Assistant Principal ☑ KLA Leader	☑ PLP Priority	from: Term 1	$8,000.00

	☑ Leading Teacher(s) ☑ Learning Specialist(s)		to: Term 4	☑ 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.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to use evidence-based strategies to inform the development of a differentiated and engaging curriculum.
Actions	Development of a school-wide pedagogical practice model. Use the model in PLCs to develop an understanding and practical understanding of the model.
Outcomes	A commitment to a structured pedagogical model. Demonstrated use of the model. An understadning of the philosophical underpinnings of and rationale for the model.
Success Indicators	Classroom observations and learning walks. Observations noting content differentiation to meet students at their point of need. Student Attitude to School Surveys.

Activities and Milestones		People Responsible	Is this a PL Priority	When	Funding Streams

Professional development activities aimed at achieving the - Development of a school-wide pedagogical practice model. Use of the model in PLCs to develop an understanding and practical application of the model.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ 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 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build capacity of staff in data and assessment literacy to teach to every student's point of need.
Actions	Establish data meetings at the faculty level. Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and targets areas where they can be extended and challenged.
Outcomes	Improvements in student outcomes and engagement.
Success Indicators	Qualitative data through focus groups and Student Attitude to School data. Establishment of a 'data lake' to mine student data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish data meetings at the faculty level. Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and targets areas where they can be extended and challenged. Design and /or procure inclusive programs and resources.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Data Leader ☑ Information Technology Leader/Team ☑ KLA Leader ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ 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

Goal 3	To build student voice and agency to improve student engagement in learning
12 Month Target 3.1	Staff Opinion Survey: Improve the positive endorsement for the factor of use of student feedback to improve practice from 61% PE in 2021 to 65% PE by 2023
12 Month Target 3.2	SatS: Improve positive endorsement for the factor of Student Voice and Agency from 62% PE overall in 2019 to 65% PE in 2023
12 Month Target 3.3	SatS: Improve positive endorsement for the factor of Effective Teaching Time from 63% PE in 2021 to 66% PE 2023
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher and student capacity to utilise reciprocal feedback to inform teacher practices and student learning
Actions	Establish a framework and protocols for obtaining and learning from reciprocal feedback.

Outcomes	An understanding and valuing of the importance of authentic feedback. The use of feedback to inform improvements in teaching and learning. Specificially, differentiation from the staff perspective, and students taking greater responsibility for their own learning, and engaging in learning design.
Success Indicators	Qualitative data through focus groups and Student Attitude to School data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Conduct professional learning to enable the School to- Establish a framework and protocols for obtaining and learning from reciprocal feedback.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☑ 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 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	To build teacher capacity to increase student agency in classroom practice.
Actions	Appoint a dedicated Leading Teacher to oversee Student Voice, Agency and Leadership. Appoint a Leading Teacher to oversee student engagement and wellbeing in the Junior School and a Leading Teacher to oversee student engagement and wellbeing in the Senior School.

	Establish a process wherby teachers and students can work together to co-create a feedback tool that can be used by students to provide feedback and for teachers to increase their ability to engage students in their learning. Deliver professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiaitves aimed at increasing student agency.
Outcomes	A collaboratived classroom cluture where staff and students are both working together to increase student agency, wellbeing, engagement and academic outcomes. A culture of mutual respect and mission focused on innovating and differentiating classroom practice to improve students' personal and academic outcomes. A culture whereby students take greater responsibility for shaping their learning activities and work with teachers to co-design learning activities.
Success Indicators	Student Attitude to School Data. Student Focus Groups Learning walks

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Appointment of 3 Leading Teachers Delivery of professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiaitves aimed at increasing student agency.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal ☑ Staff Development Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☐ 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 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	To investigate broader curriculum options and learning opportunities to cater for student needs				
Actions	A more differentiate curriculum and classroom activities aimed at meeting students at their point of need. Establishment of a school-wide pedagogical practice model. A commitment to a consistent evidence-based approach to teaching and learning in the school.				
Outcomes	Curriculum designed to meed students at their point of need. Clearly differentiated curriculim content and activities.				
Success Indicators	Observable activities through learning walks and classroom observations. Student feedback though focus groups and surveys such as the Attitude to School Surveys.				

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Draft of Pedagogical Practice Model has been created through a collaborative process involving Assistant Principal, Director of Curriculum and Curriculum Leaders and delivered to staff for consultation.	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used

		☑ PLT Leaders ☑ Principal			☑ 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 4	To strengthen the connectedness, resilience and wellbeing of all students				
12 Month Target 4.1	SaTS: Improve the percentage positive endorsement for the factor of Teacher concern from 53% PE in 2019 to 58% 2025				
12 Month Target 4.2	SaTS: Improve the percentage positive endorsement for the factor of Advocate at School 76% PE in 2021 to 78% 2023				
12 Month Target 4.3	SaTS: Improve the percentage positive endorsement for the factor of student Connectedness from 77% PE at year 10 to 12 2021 to 80% PE 2023				
KIS 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen preventative programs, structures and processes that promote student pastoral care and student and parent resilience				
Actions	Improvements in engagement, attendance and academic outcomes of 'at risk' group. (At risk meaning not just from a mental health persepctive but also at risk of not achieving their academic potential due to debilitating factors such as metal health, family dysfunction, poor engagement etc.) Delivery of key programs - Berry Street Education Model, Mental Health First Aid, Father and Son Night, Mother and Son Night.				
Outcomes	Improved results in Attitude to School Surveys. Improved engagement as identified through case management meetings and check ins.				

Success Indicators	Student Attitude to School Survey data In-house online surveys Student feedback through focus groups Parent feedback post events and through annual Attitude to School Survey				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
School has commenced the process of training staff in the Berry Street Education Model and Mental Health First Aid First Father and Son Night has been delievered		☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Principal ☑ School Leadership Team ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ 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 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a whole school agreed approach to student wellbeing that involves all stakeholders - students, teachers and parents/carers				
Actions	Consolidate the case managment model Consolidate the Sub-School structure				
Outcomes	Much more deliberate, structured and clinically-focused wellbeing programs, interventions and services.				

Success Indicators	All relevant staff are trained in the Berry Street Education Model and Mental Health First Aid.				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Consolidate the case managment model Consolidate the Sub-School structure		☑ School Leadership Team ☑ Staff Development Coordinator ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ 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 4.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build the capacity of staff to recognise and support students with mental health needs				
Actions	Create a data base that deployes a predictive analytic and algorithmic tool that helps indentfy at risk students. The data pools will include enrolment data, entry test data, material in studet services files transferred to the school and ongoing assessments and feedback gathered through school-based assessments and interactions with the Wellbeing Team. Deployment of the Berry Street Education Model in the school. Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid.				

Outcomes	Greater awareness and recognition of risk factors.
	Great ability to identify possible students at risk.

Success Indicators	Enrolment data. Entry test scores. Student Services files.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Deployment of the Berry Street Education Model in the school. Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid. Development of a data analytic tool.	☑ Allied Health ☑ Assistant Principal ☑ Data Leader ☑ Principal ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$54,942.20	$54,942.20	$0.00
Disability Inclusion Tier 2 Funding	$152,965.57	$152,965.57	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	$207,907.77	$207,907.77	$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Undertake a data mining exercise of incoming year 9 and 10 students to identify those most likely to encounter difficulties with their mathematics studies and general numeracy	$3,500.00
Sweep enrolment data and any information provided through the transfer of student services files to identify students who may require support. Development and procurement of resources and programs for students requiring support eg students withj ASD. End of semester summary of case managment data	$8,000.00
Development of a school-wide pedagogical practice model through professional development and collaborative planning.	$8,000.00
Professional development activities aimed at achieving the	$6,000.00

- Development of a school-wide pedagogical practice model. Use of the model in PLCs to develop an understanding and practical application of the model.	
Establish data meetings at the faculty level. Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and targets areas where they can be extended and challenged. Design and /or procure inclusive programs and resources.	$5,000.00
Conduct professional learning to enable the School to- Establish a framework and protocols for obtaining and learning from reciprocal feedback.	$2,500.00
Appointment of 3 Leading Teachers Delivery of professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiaitves aimed at increasing student agency.	$2,500.00
Draft of Pedagogical Practice Model has been created through a collaborative process involving Assistant Principal, Director of Curriculum and Curriculum Leaders and delivered to staff for consultation.	$6,000.00
School has commenced the process of training staff in the Berry Street Education Model and Mental Health First Aid First Father and Son Night has been delievered	$6,000.00
Consolidate the case managment model Consolidate the Sub-School structure	$3,000.00

		$3,000.00
Deployment of the Berry Street Education Model in the school. Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid. Development of a data analytic tool.		
Totals		$53,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Undertake a data mining exercise of incoming year 9 and 10 students to identify those most likely to encounter difficulties with their mathematics studies and general numeracy	from: Term 1 to: Term 4	$2,500.00	☑ School-based staffing
Sweep enrolment data and any information provided through the transfer of student services files to identify students who may require support. Development and procurement of resources and programs for students requiring support eg students withj ASD. End of semester summary of case managment data	from: Term 1 to: Term 4	$4,000.00	☑ Teaching and learning programs and resources
Development of a school-wide pedagogical practice model	from: Term 1	$3,000.00	☑ Professional development (excluding CRT costs and new FTE)

through professional development and collaborative planning.	to: Term 4		
Professional development activities aimed at achieving the - Development of a school-wide pedagogical practice model. Use of the model in PLCs to develop an understanding and practical application of the model.	from: Term 1 to: Term 4	$4,000.00	☑ Professional development (excluding CRT costs and new FTE)
Establish data meetings at the faculty level. Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and targets areas where they can be extended and challenged. Design and /or procure inclusive programs and resources.	from: Term 1 to: Term 4	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)
Conduct professional learning to enable the School to- Establish a framework and protocols for obtaining and learning from reciprocal feedback.	from: Term 1 to: Term 4	$2,500.00	☑ Professional development (excluding CRT costs and new FTE)
Draft of Pedagogical Practice Model has been created through a collaborative process involving Assistant Principal, Director of	from: Term 1	$2,000.00	☑ Professional development (excluding CRT costs and new FTE)

Curriculum and Curriculum Leaders and delivered to staff for consultation.	to: Term 4		
School has commenced the process of training staff in the Berry Street Education Model and Mental Health First Aid

First Father and Son Night has been delievered | from: Term 1 to: Term 4 | $6,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| Deployment of the Berry Street Education Model in the school.

Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid.

Development of a data analytic tool. | from: Term 1 to: Term 4 | $2,000.00 | ☑ Teaching and learning programs and resources |
| **Totals** | | $28,000.00 | |

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Undertake a data mining exercise of incoming year 9 and 10 students to identify those most likely to encounter difficulties with their mathematics studies and general numeracy	from: Term 1 to: Term 4	$1,000.00	☑ Professional learning for school-based staff

• |
| Sweep enrolment data and any information provided through the transfer of student services files to | from: Term 1 | $4,000.00 | ☑ Teaching and learning programs and resources

• |

identify students who may require support.

Development and procurement of resources and programs for students requiring support eg students withj ASD.

End of semester summary of case managment data | to:
Term 4 | | |
| Development of a school-wide pedagogical practice model through professional development and collaborative planning. | from:
Term 1
to:
Term 4 | $5,000.00 | ☑ Professional learning for school-based staff

•

☑ Teaching and learning programs and resources

• |
| Professional development activities aimed at achieving the -

Development of a school-wide pedagogical practice model.

Use of the model in PLCs to develop an understanding and practical application of the model. | from:
Term 1
to:
Term 4 | $2,000.00 | ☑ Professional learning for school-based staff

• Teachers |
| Establish data meetings at the faculty level.

Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and | from:
Term 1
to:
Term 4 | $3,000.00 | ☑ Teaching and learning programs and resources

• |

targets areas where they can be extended and challenged. Design and /or procure inclusive programs and resources.			
Appointment of 3 Leading Teachers Delivery of professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiaitves aimed at increasing student agency.	from: Term 1 to: Term 4	$600.00	☑ Professional learning for school-based staff •
Draft of Pedagogical Practice Model has been created through a collaborative process involving Assistant Principal, Director of Curriculum and Curriculum Leaders and delivered to staff for consultation.	from: Term 1 to: Term 4	$4,000.00	☑ Professional learning for school-based staff • ☑ Teaching and learning programs and resources •
Consolidate the case managment model Consolidate the Sub-School structure	from: Term 1 to: Term 4	$3,000.00	☑ Education workforces and/or assigning existing school staff to inclusive education duties •
Deployment of the Berry Street Education Model in the school. Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid. Development of a data analytic tool.	from: Term 1 to: Term 4	$1,000.00	☑ Professional learning for school-based staff •

Totals		$23,600.00	

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
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulalry social and emotional needs impacting on engagement.with learning.	$26,942.20
Totals	$26,942.20

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulalry social and emotional needs impacting on engagement.with learning.	from: Term 1 to: Term 4	$26,942.20	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services

Totals		$26,942.20	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulalry social and emotional needs impacting on engagement.with learning.	from: Term 1 to: Term 4	$129,365.57	☑ Education workforces and/or assigning existing school staff to inclusive education duties • Education Support Staff ☑ Teaching and learning programs and resources •
Totals		$129,365.57	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
To compensate for additional learning needs of students with special needs (eg ASD, mental health issues), particulalry social and emotional needs impacting on engagement.with learning.	from: Term 1 to: Term 4	$0.00	
Totals		$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Undertake a data mining exercise of incoming year 9 and 10 students to identify those most likely to encounter difficulties with their mathematics studies and general numeracy	☑ Assistant Principal ☑ Curriculum Co-ordinator(s) ☑ Data Leader ☑ PLC Leaders ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Maths/Sci Specialist ☑ External consultants Data Team at DET	☑ On-site
Development of a school-wide pedagogical practice model through professional development and collaborative planning.	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Leadership partners ☑ School improvement partnerships ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional development activities aimed at achieving the -	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ PLC Initiative ☑ Teaching partners	☑ On-site

Development of a school-wide pedagogical practice model. Use of the model in PLCs to develop an understanding and practical application of the model.	☑ Curriculum Co-ordinator (s) ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ School improvement partnerships	
Establish data meetings at the faculty level. Establish a data repositiory that can gather all student data and a mechanism that will enable the data to be mined, analysed and used to inform pedagogical practice which meets students at their point of need, addresses gaps and targets areas where they can be extended and challenged. Design and /or procure inclusive programs and resources.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Data Leader ☑ Information Technology Leader/Team ☑ KLA Leader ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ School improvement partnerships ☑ Internal staff	☑ On-site
Conduct professional learning to enable the School to- Establish a framework and	☑ Assistant Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Teaching partners ☑ Leadership partners	☑ On-site

protocols for obtaining and learning from reciprocal feedback.	☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Learning Specialist(s)	to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ School improvement partnerships	
Appointment of 3 Leading Teachers Delivery of professional learning activities to Leading Teachers, Learning Specialists, Principal Class and wellbeing staff to enable them to lead teacher capacity-development initiaitves aimed at increasing student agency.	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal ☑ Staff Development Coordinator ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ School improvement partnerships ☑ Internal staff	☑ On-site

Draft of Pedagogical Practice Model has been created through a collaborative process involving Assistant Principal, Director of Curriculum and Curriculum Leaders and delivered to staff for consultation.	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal	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	☑ PLC Initiative	☑ On-site
School has commenced the process of training staff in the Berry Street Education Model and Mental Health First Aid First Father and Son Night has been delievered	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Principal ☑ School Leadership Team ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ External consultants Berry Street	☑ On-site
Deployment of the Berry Street Education Model in the school.	☑ Allied Health	from: Term 1	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants	☑ On-site

| Training of key staff (Wellbeing Team, Year Level Coordinators etc.) in Mental Health First Aid.

Development of a data analytic tool. | ☑ Assistant Principal

☑ Data Leader

☑ Principal

☑ Wellbeing Team | to:
Term 4 | | ☑ Professional Practice Day

☑ Formal School Meeting / Internal Professional Learning Sessions | Berry Street | |