

# 2023 Annual Implementation Plan

## for improving student outcomes

Murtoa College (1549)



Submitted for review by Bec Carter (School Principal) on 17 February, 2023 at 05:01 PM  
Endorsed by Therese Allen (Senior Education Improvement Leader) on 19 February, 2023 at 05:36 PM  
Endorsed by David Goodin (School Council President) on 08 May, 2023 at 05:18 PM

## Self-evaluation Summary - 2023

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

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

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

<b>Support</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	<ul style="list-style-type: none"> <li>- The staff and leadership groups were generally coordinated in their feedback and able to identify successes and challenges within the current school culture.</li> <li>- Staff generally operate functionally in isolation, however the need for collaboration of resources, assessment and pedagogical approaches in the classroom was a resounding focus for 2023.</li> <li>- Student engagement and wellbeing needs to be linked with learning through the use of student voice and feedback in the classrooms, as a lack of student voice is leaving students unmotivated and aimless in many of their classes.</li> </ul>
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	<p>- School structures need to be rigidly put in place to give teachers the opportunity to work collaboratively, as it will not happen organically.</p>
<p><b>Considerations for 2023</b></p>	<p>Student Learning  Continued PD on data analysis to inform teaching.  Renewed focus on Instructional Model - GENAR. Was not a focus in 2022.  PLCs need to be renewed. Focus on student learning again (wellbeing was a focus, staff did not respond well)  More staff collaboration and cross-marking, co-construction (staff and students) of assessments/learning goals etc  Focus on use and understanding of learning goals to inform and build learner confidence</p> <p>Student wellbeing  Student voice and feedback needs to be a priority. Professional learning and s on enabling student voice and agency  Student behaviour. Anecdotally no decline, but obvious in AtoSS data and breakdown of behaviour management procedures. Need to review "STEPS' process with increased focus on incorporating Berry Street Trauma Informed practices. A review in Student wellbeing team (with students and community input necessary).  Engagement of community a priority area. establishing connections with parents and carers, collaborations with local businesses and organisations.  Student wellbeing team - need to review the student engagement / attendance policy. Define roles within wellbeing team more clearly and establish expected procedures.</p> <p>Other:  Transition 6&gt;7. "7Engage program" - Collapse 7A/B for literacy and numeracy. Add in Primary teacher for greater breadth of teacher pedagogy and expertise. Also reduce transition issues - multiple classrooms, many teachers, different expectations etc.</p>
<p><b>Documents that support this plan</b></p>	<p>FISO 2 SELF EVAL - DATA SETS.docx (0.02 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Target 1.1</b>	Support for the 2023 Priorities
<b>Key Improvement Strategy 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Key Improvement Strategy 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p><b>2023 Priorities Goal</b>            In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning To aim for each student's average 2023 PAT-M and PAT-R result to exceed the average of their 2022 average PAT-M and PAT-R result. To meet or exceed targets of 75% of students at or above benchmark growth in NAPLAN writing and numeracy and 80% of students at or above benchmark growth in reading. To aim for a median study score between 28 and 29 from the aggregated VCE studies. Engagement To decrease the percentage of Foundation to year 6 students with 20 or more days absent from 40% to 31% (2021 levels) To decrease the percentage of Year 7 to 12 students with 20 or more days absent from 44% to 35% (2021 levels) To aim for Student voice and Agency Year 4-12 to be at or exceed Similar Schools levels in 2023 (49%&gt;54%) To aim for Student voice and Agency Year 7-9 to be at or exceed State levels in 2023 (34%&gt;38%) Wellbeing To increase Setting learning goals &amp; self regulation (4-12) to meet or exceed State levels in 2023 (56%&gt;65%) Percentage positive endorsement (4-12) of student sense of confidence will increase to meet or exceed State levels in 2023 (59%&gt;63%) Percentage positive endorsement (4-12) of effective</p>

			classroom behaviour will increase to meet or exceed State levels in 2023 (57%>62%)
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<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
<b>12 Month Target 1.1</b>	<p><b>Learning</b> To aim for each student's average 2023 PAT-M and PAT-R result to exceed the average of their 2022 average PAT-M and PAT-R result. To meet or exceed targets of 75% of students at or above benchmark growth in NAPLAN writing and numeracy and 80% of students at or above benchmark growth in reading. To aim for a median study score between 28 and 29 from the aggregated VCE studies.</p> <p><b>Engagement</b> To decrease the percentage of Foundation to year 6 students with 20 or more days absent from 40% to 31% (2021 levels) To decrease the percentage of Year 7 to 12 students with 20 or more days absent from 44% to 35% (2021 levels) To aim for Student voice and Agency Year 4-12 to be at or exceed Similar Schools levels in 2023 (49%&gt;54%) To aim for Student voice and Agency Year 7-9 to be at or exceed State levels in 2023 (34%&gt;38%)</p> <p><b>Wellbeing</b> To increase Setting learning goals &amp; self regulation (4-12) to meet or exceed State levels in 2023 (56&gt;65%) Percentage positive endorsement (4-12) of student sense of confidence will increase to meet or exceed State levels in 2023 (59%&gt;63%) Percentage positive endorsement (4-12) of effective classroom behaviour will increase to meet or exceed State levels in 2023 (57%&gt;62%)</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	<p><b>Learning</b>            To aim for each student's average 2023 PAT-M and PAT-R result to exceed the average of their 2022 average PAT-M and PAT-R result.            To meet or exceed targets of 75% of students at or above benchmark growth in NAPLAN writing and numeracy and 80% of students at or above benchmark growth in reading.            To aim for a median study score between 28 and 29 from the aggregated VCE studies.</p> <p><b>Engagement</b>            To decrease the percentage of Foundation to year 6 students with 20 or more days absent from 40% to 31% (2021 levels)            To decrease the percentage of Year 7 to 12 students with 20 or more days absent from 44% to 35% (2021 levels)            To aim for Student voice and Agency Year 4-12 to be at or exceed Similar Schools levels in 2023 (49%&gt;54%)            To aim for Student voice and Agency Year 7-9 to be at or exceed State levels in 2023 (34%&gt;38%)</p> <p><b>Wellbeing</b>            To increase Setting learning goals &amp; self regulation (4-12) to meet or exceed State levels in 2023 (56&gt;65%)            Percentage positive endorsement (4-12) of student sense of confidence will increase to meet or exceed State levels in 2023 (59%&gt;63%)            Percentage positive endorsement (4-12) of effective classroom behaviour will increase to meet or exceed State levels in 2023 (57%&gt;62%)</p>
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Ensure staff have the resources and capability to implement and analyse diagnostic data from multiple data sources. Staff will be expected to use this range of diagnostic assessments to prioritise students for intervention and acceleration programs.  Re-establish PLCs that are focused on the academic learning needs of students (particularly in Numeracy), developing collaborative culture and sharing collective responsibility.

	<p>Teachers who need extra support to scaffold their students' numeracy capability can look to the Numeracy Learning Progressions for extra support. The Numeracy Learning Progressions will be explicitly analysed by staff, and Numeracy learning goals will accompany each lesson plan for each unit of work. Staff will draw from the Numeracy Improvement Guide For School Leaders (DET) to guide this process.</p> <p>Curriculum documentation for units of work will include explicit learning goals (particularly in Numeracy), written in plain language for students and parents, and these documents will be uploaded and updated regularly on the Xuno portal so that the school community is aware of what is being taught in each class.</p>
<p><b>Outcomes</b></p>	<p>Students with below standard results diagnosed by NAPLAN and PAT to be prioritised for TLI beginning 2022.  Students with a below standard result with a mid-year 2023 result below 2022 average prioritised for TLI intervention mid 2023.  Numeracy teachers to construct learning goals with Year 5, Year 7 and Year 9 students.  Teachers will explicitly teach summary and review skills relative to the numeracy goals.  By the end of 2023 Year 9 students will independently monitor and review their goals using learning continuum developmental rubrics (LCDR).  Year 7 numeracy and literacy teachers to utilise planning and PLC time to construct data-walls to consistently monitor and evaluate student progress towards year 7 benchmarks.</p>
<p><b>Success Indicators</b></p>	<p>Early Indicators:  Numeracy LA to determine learning goals for target cohorts and explicitly instruct students on their use and purpose in the classroom.  Students will begin to compare their own progress with the learning goals.  PAT results analysed for growth and to determine students for intervention.  Staff survey to determine clarity of PLC purpose and contribution towards AIP actions.  Relevant PLCs establishing data-walls for target cohorts using diagnostic data.  Staff showing evidence of applying the inquiry cycle to their PLC process, with tangible impact on classroom actions.  All VCE staff utilising prior results from VASS (assessment summaries, grade distribution, longitudinal reports).  VCE staff incorporating elements from actions (learning goals, data analysis, staff collaboration and student feedback) into their VCE teaching practice.</p> <p>Late Indicators:  PAT results used to monitor and reflect on progress and set targets for 2024.  Inquiry cycle embedded in PLC process, staff having completed more than one inquiry cycle for the year.  Data wall practice embedded for Year 7 engage program and serving as an exemplar for 2024.</p>

	<p>Additional staff survey confirming purpose and effectiveness of PLC process.          Year 9 students capable of having teacher-student conferences applicable to learning goals, and able to provide rudimentary peer feedback in English and Maths classes.          VCE students will be working towards achievable and realistic targets on each exam, as expressed by their teacher.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Proactive gap analysis of current assessment and feedback processes and products in the school.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p>Develop staff collective efficacy in PLC meetings to make the inquiry cycle meaningful and achievable.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> <li><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</li> <li><input type="checkbox"/> Schools Mental Health Menu items will be used which</li> </ul>

				may include DET funded or free items
Improve student attendance and engagement by training staff to develop, implement and measure the efficacy of personalised interventions at each student's point of need, particularly in the areas of Literacy and numeracy, so as to grow student learning confidence at their point of need.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement and design common assessments in the literacy and numeracy areas, and present this data on PLC data walls for staff to use to inform their planning.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Numeracy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Plan for regular staff surveys to analyse the progress of PLC groups.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	<p>Student Wellbeing team will refine process to identify 'at risk' students and ensure all students identified receive a Student Support Plans (SSP), and Tier 2 supports.</p> <p>Strengthen Tier 1 supports and leadership structure to improve student WB outcomes.</p> <p>SWIM leaders will work with teachers to adapt and embed teaching adjustments to support students with IEPs and SSPs.</p>			
<b>Outcomes</b>	<p>Providing professional development opportunities for staff to model and elaborate on how to engage students in their learning. Use the PLC teams process and to help them to reflect, revise, change and embed the practices into their teaching and learning practices.</p> <p>Be consistent in their approach to the implementation of the BSEM trauma training strategies and share a common understanding of BSEM trauma training strategies.</p> <p>Leaders will develop and educate staff on a whole school implementation of BSEM</p> <p>Teachers are aware of SSPs and regularly implementing adjustments to support student wellbeing and learning.</p> <p>Teachers ensure that student voice is sought and considered when implementing genuine learning and assessment opportunities.</p> <p>CISS?</p>			
<b>Success Indicators</b>	<p>Early Indicators:</p> <p>Student wellbeing and attendance policy will be being reviewed with SIT, staff and community</p> <p>Corresponding with families - The college will be regularly engaging with parents and carers regarding wellbeing and attendance</p>			

matters. This will be supported through newsletter and other communication channels.  
 Consistent processes for parental contact will be established and being implemented  
 Student attendance achievements will be acknowledged and rewarded

Late Indicators:  
 Attendance data has improved to the targeted level.  
 Improved correspondence with staff can be measured through parent survey results.  
 Social media and website engagement is measurably improved.  
 Protocols firmly established for parent/teacher communication regarding achievements in class.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Steps - Behaviour Management refinement Engage students and families in process Professional learning - BSEM professional learning (wellbeing) and how it embeds within the steps process Teaching staff will apply STEPs process more consistently with a shared focus on wellbeing supports (not just behavioural intervention/discipline)	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used  <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
BSEM Whole school implementation - leadership PL	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish whole school routines - Welcome, start of school, class routines to build consistency and regulation for student learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Refine the use of Xuno to support staff to access SSP/IEPs in a more intuitive way (Xuno Beta) How to guides and PD to support staff to access and implement SSP adjustments	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Implement dedicated YL team meetings to discuss Students at risk and SSPs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The college will evaluate and refine the student engagement and attendance policies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items



## Funding Planner

### Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$319,377.81	\$299,377.81	\$20,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$37,153.20	\$37,153.20	\$0.00
<b>Total</b>	<b>\$356,531.01</b>	<b>\$336,531.01</b>	<b>\$20,000.00</b>

### Activities and Milestones – Total Budget

Activities and Milestones	Budget
Improve student attendance and engagement by training staff to develop, implement and measure the efficacy of personalised interventions at each student's point of need, particularly in the areas of Literacy and numeracy, so as to grow student learning confidence at their point of need.	\$150,000.00
Steps - Behaviour Management refinement Engage students and families in process Professional learning - BSEM professional learning (wellbeing) and how it embeds within the steps process Teaching staff will apply STEPs process more consistently with a shared focus on wellbeing supports (not just behavioural intervention/discipline)	\$10,000.00
BSEM Whole school implementation - leadership PL	\$10,000.00
<b>Totals</b>	<b>\$170,000.00</b>

## Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Improve student attendance and engagement by training staff to develop, implement and measure the efficacy of personalised interventions at each student's point of need, particularly in the areas of Literacy and numeracy, so as to grow student learning confidence at their point of need.	from: Term 1 to: Term 4	\$279,377.81	<input checked="" type="checkbox"/> School-based staffing
Steps - Behaviour Management refinement Engage students and families in process Professional learning - BSEM professional learning (wellbeing) and how it embeds within the steps process Teaching staff will apply STEPs process more consistently with a shared focus on wellbeing supports (not just behavioural intervention/discipline)	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> School-based staffing
BSEM Whole school implementation - leadership PL	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
<b>Totals</b>		\$299,377.81	

### Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
BSEM Whole school implementation - leadership PL	from: Term 1 to: Term 4	\$37,153.20	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
<b>Totals</b>		\$37,153.20	

### Additional Funding Planner – Total Budget

Activities and Milestones	Budget
<b>Totals</b>	\$0.00

### Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional Funding Planner – Disability Inclusion Funding

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

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

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

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Proactive gap analysis of current assessment and feedback processes and products in the school.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop staff collective efficacy in PLC meetings to make the inquiry cycle meaningful and achievable.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improve student attendance and engagement by training staff to develop, implement and measure the efficacy of personalised interventions at each student's point of need, particularly in the areas of Literacy and numeracy, so as to grow student learning confidence at their point of need.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site

<p>Implement and design common assessments in the literacy and numeracy areas, and present this data on PLC data walls for staff to use to inform their planning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Data Leader</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Support</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Plan for regular staff surveys to analyse the progress of PLC groups.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Steps - Behaviour Management refinement Engage students and families in process Professional learning - BSEM</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>professional learning (wellbeing) and how it embeds within the steps process</p> <p>Teaching staff will apply STEPs process more consistently with a shared focus on wellbeing supports (not just behavioural intervention/discipline)</p>			<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	
<p>BSEM Whole school implementation - leadership PL</p>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Establish whole school routines - Welcome, start of school, class routines to build consistency and regulation for student learning</p>	<input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Refine the use of Xuno to support staff to access SSP/IEPs in a more intuitive way (Xuno Beta)</p> <p>How to guides and PD to support staff to access and implement SSP adjustments</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Implement dedicated YL team meetings to discuss Students at risk and SSPs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The college will evaluate and refine the student engagement and attendance policies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site