

2022 Annual Implementation Plan

for improving student outcomes



Wheelers Hill Secondary College (8474)

Submitted for review by Aaron Smith (School Principal) on 02 March, 2022 at 10:42 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 02 March, 2022 at 10:51 AM
Endorsed by Gosia Zatawnik (School Council President) on 03 March, 2022 at 09:52 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

Enter your reflective comments	<p>Performing the Self Evaluation we are Evolving in all areas except Support and resources where we have rated ourselves as Embedding</p> <p>We will further consolidate our work from 2021 into 2022 in the key areas of Student Learning (with a focus on Numeracy) and Wellbeing</p> <p>We believe our approach is strongly evolving and we have tremendous opportunities to really embed our practice and approach in the key areas listed above by the end of 2022</p>
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Considerations for 2022	Focus on the areas that matter most - Learning and Wellbeing - focus our work on the DET Key Priorities Continue our work from 2021 into 2022 to best support students. For example: Literacy Numeracy Personalised Learning Wellbeing
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise student learning and achievement outcomes.
Target 2.1	By 2022 scores for VCE will demonstrate: <ul style="list-style-type: none"> • Mean study score will increase by 1.83 from 28.17 to 30. • Mean English score will increase by 3.3 from 25.7 to 29 • Percentage of scores above 37 will increase by 3.17% from 4.83% to 8%.
Target 2.2	By 2022 Year 9 NAPLAN scores will demonstrate: The percentage of students in the Top 2 bands: <ul style="list-style-type: none"> • In reading: will increase by 6% to 20%

	<ul style="list-style-type: none"> • In writing: will increase to be at or above state average • In numeracy will increase by 2% to 21% <p>The percentage of students in the bottom 2 bands to be at or below 25% in all areas.</p> <ul style="list-style-type: none"> • For reading, the percentage of students achieving high growth to be at or above 22%, and low growth to be at or below 15%. • For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%.
Target 2.3	By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%.
Target 2.4	By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA)
Key Improvement Strategy 2.b Building practice excellence	Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)
Key Improvement Strategy 2.c Building practice excellence	Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE)
Key Improvement Strategy 2.d Building practice excellence	Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE)

Goal 3	Empower students to actively engage in their learning.
Target 3.1	By 2022 the percentage of students with 20 or more days absence for Year 10 will decrease by 10% to 28% and for Year 11 will decrease by 10% to 18%.
Target 3.2	By 2022, AToSS data of positive response rates for Stimulating Learning will increase by 5% to 55%, and Sense of Connectedness will increase by 5% to 65% for years 7-12.
Target 3.3	By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%.
Key Improvement Strategy 3.a Building practice excellence	Embed a program of coaching and mentoring for teaching staff and middle level leaders focused on improving student agency. (BPE)
Key Improvement Strategy 3.b Empowering students and building school pride	Develop policies and procedures to ensure consistent implementation of practices to improve student engagement in their learning. (ES)
Key Improvement Strategy 3.c Building practice excellence	Develop procedures to ensure effective whole school collaboration and communication in the review, development and implementation of school policies and practices focused on improving student agency. (BPE)
Goal 4	Improve student outcomes relating to differentiated teaching and learning.
Target 4.1	By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45% .
Target 4.2	By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55% .

Target 4.3	By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%.
Target 4.4	By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%.
Key Improvement Strategy 4.a Building leadership teams	Develop and implement a professional learning program focused on building middle level leadership capacity. (BLT)
Key Improvement Strategy 4.b Building leadership teams	Develop clear expectations for leaders of teaching and learning and year levels to empower them to collectively improve student outcomes. (BLT)
Key Improvement Strategy 4.c Building leadership teams	Review and redefine school organisational structures that will improve goal congruence, alignment and collaboration for all staff. (BLT)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>As a College, we will plan and implement Actions as per DET Key Priority Areas:</p> <p>Wellbeing Learning (with a focus on Numeracy)</p> <p>Wellbeing - effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Learning - support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy</p>
Maximise student learning and achievement outcomes.	Yes	<p>By 2022 scores for VCE will demonstrate:</p> <ul style="list-style-type: none"> • Mean study score will increase by 1.83 from 28.17 to 30. • Mean English score will increase by 3.3 from 25.7 to 29 • Percentage of scores above 37 will increase by 3.17% from 4.83% to 8%. 	<p>For '22, scores for VCE will demonstrate (adjust when '21 data is known):</p> <p>Median study score will increase by 2.0 from 28 to 30 (28 in '21) Mean English score will increase by 1.5 from 28 to 30 (28 in '21) Percentage of scores above 37 will increase by 3% to 8% (5% in '20)</p>

		<p>By 2022 Year 9 NAPLAN scores will demonstrate:</p> <p>The percentage of students in the Top 2 bands:</p> <ul style="list-style-type: none"> • In reading: will increase by 6% to 20% • In writing: will increase to be at or above state average • In numeracy will increase by 2% to 21% <p>The percentage of students in the bottom 2 bands to be at or below 25% in all areas.</p> <ul style="list-style-type: none"> • For reading, the percentage of students achieving high growth to be at or above 22%, and low growth to be at or below 15%. • For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%. 	<p>For '22, Year 9 NAPLAN scores will demonstrate:</p> <p>Top Two Bands in Reading: will increase by 3% to 22% (19% in '21)</p> <p>Top Two Bands in Writing: will increase to be 5% above state average (3% above state average in '21)</p> <p>Top Two Bands in Numeracy: will increase by 3% to 21% (18% in '21)</p> <p>For '22, the percentage of students in the bottom two bands to be at or below 20% in all areas (eg Writing, Reading and Numeracy)</p> <p>For '22, for reading, the percentage of students achieving high growth to be at or above 27%, and low growth to be at or below 15% (24% and 19% in '21)</p> <p>For '22, for numeracy, the percentage of students achieving high growth to be at or above 31%, and low growth to be at or below 17% (28% and 24% in '21)</p>
		<p>By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%.</p>	<p>For '22, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 8% to 55% (47% in '21)</p> <p>For '22, AToSS data of positive response rates for Teacher Concern for Years 7 to 12 will increase by 4% to 38% (34% in '21)</p> <p>For '22, AToSS data of positive response rates for Student Connectedness for</p>

			Years 7 to 12 will increase by 4% to 53% (49% in '21)
		By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39	For '22, Staff Opinion Data of positive response rates for Teacher Collaboration will increase by 5% to 39% (34% in '21)
Empower students to actively engage in their learning.	No	By 2022 the percentage of students with 20 or more days absence for Year 10 will decrease by 10% to 28% and for Year 11 will decrease by 10% to 18%.	
		By 2022, AToSS data of positive response rates for Stimulating Learning will increase by 5% to 55%, and Sense of Connectedness will increase by 5% to 65% for years 7-12.	
		By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%.	
Improve student outcomes relating to differentiated teaching and learning.	No	By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45%.	
		By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55%.	

		By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%.	
		By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%.	

Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>As a College, we will plan and implement Actions as per DET Key Priority Areas:</p> <p>Wellbeing Learning (with a focus on Numeracy)</p> <p>Wellbeing - effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p> <p>Learning - support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Maximise student learning and achievement outcomes.	
12 Month Target 2.1	For '22, scores for VCE will demonstrate (adjust when '21 data is known): Median study score will increase by 2.0 from 28 to 30 (28 in '21) Mean English score will increase by 1.5 from 28 to 30 (28 in '21) Percentage of scores above 37 will increase by 3% to 8% (5% in '20)	
12 Month Target 2.2	For '22, Year 9 NAPLAN scores will demonstrate: Top Two Bands in Reading: will increase by 3% to 22% (19% in '21) Top Two Bands in Writing: will increase to be 5% above state average (3% above state average in '21) Top Two Bands in Numeracy: will increase by 3% to 21% (18% in '21) For '22, the percentage of students in the bottom two bands to be at or below 20% in all areas (eg Writing, Reading and Numeracy) For '22, for reading, the percentage of students achieving high growth to be at or above 27%, and low growth to be at or below 15% (24% and 19% in '21) For '22, for numeracy, the percentage of students achieving high growth to be at or above 31%, and low growth to be at or below 17% (28% and 24% in '21)	

12 Month Target 2.3	For '22, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 8% to 55% (47% in '21) For '22, AToSS data of positive response rates for Teacher Concern for Years 7 to 12 will increase by 4% to 38% (34% in '21) For '22, AToSS data of positive response rates for Student Connectedness for Years 7 to 12 will increase by 4% to 53% (49% in '21)	
12 Month Target 2.4	For '22, Staff Opinion Data of positive response rates for Teacher Collaboration will increase by 5% to 39% (34% in '21)	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Curriculum planning and assessment	Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA)	Yes
KIS 2 Building practice excellence	Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)	Yes
KIS 3 Building practice excellence	Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE)	Yes
KIS 4 Building practice excellence	Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE)	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.	<p>This Goal and associated KISs has been selected as a focus for 2022 This Goal and associated KISs has been carried over from 2021, and it is in addition to DET Key Priorities for 2022</p> <p>We will continue to develop a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels. We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. The focus for 2022 in this area is to further our work in personalised learning. By doing so, we will include more stimulating learning, student agency and student collaboration. We will also focus on further developing positive connections with students to further support Student Wellbeing.</p> <p>We will work with a more defined School Improvement Team in 2022 together with furthering our work in PLCs and how we track and monitor student learning and wellbeing We will revisit the importance of our Teaching and Learning Model and how it should be applied, support the Model through our PLC and Peer Observation work, and continue to develop and implement a</p>	

Professional Development Plan that further supports:

- the development of a Guaranteed and Viable Curriculum (personalised learning - developmental rubrics, more stimulating learning and agency, furthering our capacity to develop positive connections with students to best monitor and support their wellbeing)
- growth in Literacy
- growth in Numeracy

Relevant school data in this area includes further improving VCE (Overall Study Score; English), NAPLAN (Reading, Writing, Numeracy), Stimulating Learning, Student Agency, Teacher Concern, Student Wellbeing and Teacher Collaboration, together with the quality, level and breadth of our Guaranteed and Viable Curriculum (please see above).

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	As a College, we will plan and implement Actions as per DET Key Priority Areas: Wellbeing Learning (with a focus on Numeracy) Wellbeing - effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable Learning - support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in Numeracy
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment (inc formative) and differentiation, and how to analyse data, in order to identify and meet students' individual learning needs Further our use of personalised learning to understand student point of need and grow their learning accordingly. Develop and include more stimulating learning, student agency, differentiation and student collaboration. Further develop our whole school numeracy (Common Factors Program across Domains; Number Talks, Maths Programs - Maths Domain), literacy (IRP, Comprehension Strategies, Vocabulary and Writing) and PLC Programs (stronger use of Data to measure growth and inform practice) Establish and trial system allowing for student to teacher feedback on practice ACE, VCAL, TLI and MYLNS Programs all further established to meet student need Establish high ability / extension classes/opportunities in English and Mathematics Continued use of student agency tasks and activities
Outcomes	Students will be supported at point of need, and teachers will confidently and accurately identify student learning needs of all of their students - stronger use of data by staff (eg eAdapt)

	<p>Curriculum documentation includes more stimulating learning, student agency, differentiation and student collaboration. Students will report higher levels of confidence with literacy and numeracy; student report confidence in the areas of student agency and voice, and their ability to provide feedback (examples inc Forms, Survey Monkey, Polls, etc) PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons and student wellbeing Improved student learning data (eg NAPLAN, PAT, etc) in literacy, numeracy, VCE and VCAL In time, Increased interest in Mathematics and English subjects at the VCE</p>			
Success Indicators	<p>Teacher formative and summative judgements/data Curriculum documentation audit and classroom observations (eg learning walks) show more opportunities for students in identified areas - stimulating learning, student agency, differentiation and student collaboration. Student feedback on differentiation, agency, collaboration, stimulating learning (eg focus groups; student to teacher feedback system) NAPLAN results, VCE and VCAL outcomes/data, DET Survey Data - staff, students and parents</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole Staff Professional Development - Whole School Literacy	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$3,500.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
Whole Staff Professional Development - Personalised Learning (eg Developing Developmental Rubrics; Use of Formative Assessments and Data to track and improve growth; Inclusion of more Stimulating Learning, Differentiation, Agency, Collaboration and Wellbeing)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further establish processes and structures for collecting and monitoring school - wide and classroom data; further develop and share Data Plan eg with Leadership, SIT, etc), use of eAdapt at PLC and classroom level	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Further establish Whole School Numeracy, Literacy and PLC Programs. Literacy - IRP, Comprehension Strategies, Writing Skills; Numeracy - Number Talks (Maths Domain), Data Talks via Common Factors Program across Domains; PLC - link to Domains and add focus on Student Wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Regular Student Focus Groups (student representation) and Implementation of Student to Teacher Feedback System (in the classroom)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement our Student Wellbeing Handbook and Student Wellbeing Activities Calendar with dedicated events, dates and times; include SWB Days for each of the Sub Schools Further establish our multi - tiered response and support model to support students' mental health Build staff capacity to notice and respond to signs of student distress and emerging mental health issues through the use of BSEM; further strengthen relationships with and understanding of our students including further gains in teacher concern (eg BSEM) Strengthen our Wellbeing Program in homegroup (eg Resilience Project; Extended Home Group Sessions for Wellbeing activities and discussion; team building activities for students, etc); ensure Program is achievable Identify at risk students in need of wellbeing support, and support their needs on an ongoing basis. Include reference to SWB on a regular basis at Meetings (eg as per Meeting Schedule) Implement Mental Health Training for key staff (SSL's, YLCs) and students Improved Pathway Discussion and Process to best support students with completion of qualifications eg. Senior School Qualifications			

Outcomes	<p>Teachers will incorporate trauma informed practices in classes and in the planning of units of work eg BSEM</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers and Leaders will implement our Wellbeing Program / Initiatives in Home Group eg Resilience Project</p> <p>Students will feel engaged and supported by our Home Group Program, and they will have positive relationships with staff</p> <p>Preventative/pro-active wellbeing support provided (eg WHSC Student Wellbeing Handbook and Activities Calendar)</p> <p>Student Wellbeing Group used to monitor student wellbeing on an ongoing basis allowing for interventions and supports to be provided to students and families</p> <p>Pathways intervention process for students well documented and implemented via Careers, Sub Schools and Futures Program</p>			
Success Indicators	<p>Observations of changes to classroom practices</p> <p>Improved staff capacity to respond to wellbeing issues; improved ability of staff to use our Student Wellbeing Referral Process (see Handbook); Professional learning in place for staff (eg BSEM)</p> <p>Documented framework of support (Student Wellbeing Handbook; Student Wellbeing Activities Calendar); student engagement with pro-active approach (eg engagement and attendance at key events, activities)</p> <p>DET Survey Data; Attendance Data; Ongoing Student Wellbeing 'Pulse Check' Data (eg PIVOT)</p> <p>Student Focus Groups - representation across all year levels including student leaders</p> <p>Data used to identify students at risk, support these students with appropriate and documented interventions; record type and level of support and dealings with others (eg families, external agencies, etc); reduced number of student exits</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student Wellbeing Pulse Check System (eg PIVOT) via Home Group	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <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

Whole Staff Professional Development - Berry Street Model (or BSEM)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input 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
Implement further Student Wellbeing and Academic Support (personnel, elements as they apply to our SWB Handbook, SWB Activities,Edrolo etc)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <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
Mental Health First Aid Training	<input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <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
Regular and Ongoing Student Wellbeing Group Meetings (representation from Sub Schools, Executive and Wellbeing Team; identify and support students at risk, including Student Attendance)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Documented Student Wellbeing Program via Home Group (eg use of Student Planners - Resilience Project)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,500.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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	For '22, for numeracy, the percentage of students achieving high growth to be at or above 31%, and low growth to be at or below 17% (28% and 24% in '21)
12 Month Target 2.3	For '22, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 8% to 55% (47% in '21) For '22, AToSS data of positive response rates for Teacher Concern for Years 7 to 12 will increase by 4% to 38% (34% in '21) For '22, AToSS data of positive response rates for Student Connectedness for Years 7 to 12 will increase by 4% to 53% (49% in '21)
12 Month Target 2.4	For '22, Staff Opinion Data of positive response rates for Teacher Collaboration will increase by 5% to 39% (34% in '21)
KIS 1 Curriculum planning and assessment	Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA)
Actions	Develop more personalised learning including the formation of developmental rubrics and assessments Use of data to understand and monitor student learning growth. Celebrate student effort and achievement.
Outcomes	Teachers in their Domains will use more formative assessment and feedback, differentiation, student agency, stimulating learning and student collaboration Students feel that the learning is more stimulating, they have greater choice in their learning and assessment, they are able to engage in more project / collaborative work and the learning is tailored to their needs (as reflected in AToSS Data - please see below) Staff will develop an even stronger connection with students (eg even stronger teacher concern). Staff will focus even more strongly on student wellbeing Teaching staff will use data to understand and measure student learning growth Teaching staff and students feel that there is more celebration of student effort and achievement within the College - staff follow a schedule to allow for this work on a more regular basis
Success Indicators	More developmental rubrics have been developed and documented and implemented beyond English and Mathematics across the Domains; professional learning / development in place to allow for rubric development and implementation DET AToSS Survey Data and Student Focus Groups show and report improvements More events, celebrations of student effort and achievement scheduled on College and Sub School Calendars; more 'Green Posts' on Compass for students, more regular communications to our Community on various platforms (eg Social Media, etc)

	Improved staff capacity in the use of data to highlight student learning levels and track student progress; Observations of changes to classroom practices			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning / development in place to allow for developmental rubric development and implementation (inc as part of PLC work); professional learning / development for the inclusion of more more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00 <input 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
Review and use of eDapt as part of PLCs and classroom teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input 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

<p>Classroom Observations (or Learning Walks) to ensure more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration is occurring</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Development of student celebration schedule for each term. Domains to nominate key events, times throughout each term to celebrate student effort and achievement</p>	<p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>KIS 2 Building practice excellence</p>	<p>Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)</p>			
<p>Actions</p>	<p>Identify more internal professional development opportunities for staff to effectively implement the with how the WHSC Teaching and Learning Model Further strengthen relationships with and understanding of our students</p>			

	Classroom observations to support teacher practice in identified areas			
Outcomes	<p>Whole School Professional Development and Learning Plan is created to develop the capacity of staff in order to best meet the needs of students in our key areas of Personalised Learning, Literacy and Numeracy</p> <p>Staff develop Performance and Development Plans to include clear reference to AIP Goals and areas for further improvement (eg all teaching staff Plans - Literacy, Numeracy; VCE staff - VCE; all staff - BSEM)</p> <p>Instructional Practice and Development Leader includes more internal professional development opportunities with how the WHSC Teaching and Learning Model can be best applied (eg Learning Labs) within our Whole School PD - PL Plan, and via Meeting Schedules each term</p> <p>Classroom observations (eg as part of PLCs) are organised and implemented to support and further develop teacher practice in identified areas such as stimulating learning, differentiation, student agency, collaboration and formative work and feedback</p> <p>Further connection with our students will allow for stronger application of the WHSC Teaching and Learning Model</p>			
Success Indicators	<p>A well planned and documented Whole School Professional Development and Learning Plan</p> <p>Professional Learning and Development in place for staff</p> <p>Observations reveal changes in teacher practice; Staff report positive feedback on Classroom Observations</p> <p>DET AToSS Data improves in key areas (eg stimulating learning, student agency, etc)</p> <p>Student to Teacher Feedback results in changes in teacher practice</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop more internal professional development opportunities with how the WHSC Teaching and Learning Model (or WHSC T&L Model) is best applied	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items

				will be used which may include DET funded or free items
Classroom observations (via PLCs; via Learning Walks)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish and trial system allowing for student to teacher feedback on practice (qualitative and quantitative data to be considered in trial system)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Building practice excellence	Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE)			

Actions	<p>Develop more personalised learning for students. Provide professional learning and time for staff to develop capacity in using formative assessment to inform subsequent teaching.</p> <p>More formative assessment and feedback. More differentiation / individualised learning provided as part of teaching and learning practice to meet student need.</p> <p>Use of data to understand and monitor student learning growth. Assessment & Reporting Working Party established to further develop and enhance existing student reports so they reflect student development and formative assessments.</p>			
Outcomes	<p>Developmental Rubrics have been more broadly developed across Domains (beyond Mathematics and English)</p> <p>More student agency, student collaboration, differentiation is included in curriculum documentation and in the classroom</p> <p>Stronger focus on personalised learning, and formative assessment and feedback (including as part of PLC program) - data used includes diagnostic, formative and teacher judgements to identify and progress student point of need. Students identified for learning support and extension</p> <p>SIT and Leadership use data to track student progress on a regular basis</p>			
Success Indicators	<p>Developmental rubrics developed and used across more Domains. More formative work, assessment and feedback, and curriculum documentation reflects these inclusions.</p> <p>DET AToSS data shows improvement in key areas (eg stimulating learning, student agency, etc)</p> <p>Staff report greater confidence in the use of Data and related platforms to track student growth (as part of their PLC work and classroom teaching)</p> <p>Literacy and Numeracy results further improve (eg NAPLAN, PAT and diagnostic assessments used), including growth demonstrated for extension students</p> <p>TLI, MYLNS Programs further established and learning progress successfully monitored</p> <p>SIT students feedback; Student Focus Group feedback - use of Forms to gauge use of rubrics and agency</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Professional learning / development in place to allow for developmental rubric development and implementation; professional learning / development for the inclusion of more more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Team Leader(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review Assessment and Reporting Format in readiness for 2023. Align closely with formative assessments and developmental rubrics, including how these developmental rubrics are being used - monitor and review on a regular basis. Determine how we then share Reporting with parents and other Domains beyond Maths and English	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use of eDapt as part of PLCs and classroom teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

SIT reviewed and in place for 2022 to consider data and review practice and progress in key areas	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4 Building practice excellence	Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE)			
Actions	Supporting all students and staff to achieve high expectations in their learning and practice through celebration of student work and events (eg from classes) Review of Reporting so that it aligns with Personalised Learning (eg Developmental Rubrics developed clearly highlighting how students can progress / have progressed with their learning) Further establish our PLC Program to support high expectations amongst staff, students and families Further strengthen our communications with families via Compass, Newsletter, online and onsite parent events			
Outcomes	Students will be able to develop and regularly refer to their Individual Education/Learning Plan to support them with their learning. Planning time to be made available to allow for completion. Students will have the opportunity to participate in catch up and extension (or high achieving) classes. Wheelers Weekly, Social Media, Community Updates and other platforms used to share student effort and achievement on a more regular basis. Teachers will participate and contribute as part of the PLC Program. Teachers will communicate high expectations with students and families on a regular basis. Teachers will use the Late Work Submission Policy and Processes to support high expectation of students (eg a further focus on celebrations of Academic Achievement and Effort through green posts)			

	<p>Leaders will support the use of Common Assessments, the successful use of our PLC Program, review our Reporting Format, develop a Meeting Schedule that allows for PLC Program work as the priority, and support Sub Schools with their work to support students (eg regular Sub School Meetings, regular YLC with HGT Meetings, regular SWB Meetings) and their learning goals via IEPs</p> <p>All staff follow improvement plans (eg further VCE improvement) and whole school approaches (Literacy; Numeracy) to support student learning gains - inclusion as part of staff Performance and Development Plans</p>			
Success Indicators	<p>Student growth in seen areas such as Literacy, Numeracy and VCE Students report an improvement in Stimulating Learning Staff report an improvement in Teacher Collaboration</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Individual Learning Plans are developed by Sub School Leaders with their teams of staff (including Home Group Teachers) across all year levels	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Catch Up For Success Program is further implemented to drive high expectations - logistics and planning to be further considered eg students required attend PD Days and then supervised by CRTs - TBC; monthly catch up involving dedicated after school	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
TLI - support and extension for identified students; considerations given to students with lower learning levels, together with students requiring extension	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reporting Format is reviewed and overhauled making it even more meaningful for our Community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$58,000.00	\$0.00	\$58,000.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$58,000.00	\$0.00	\$58,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Whole Staff Professional Development - Whole School Literacy	\$3,500.00
Student Wellbeing Pulse Check System (eg PIVOT) via Home Group	\$6,000.00
Whole Staff Professional Development - Berry Street Model (or BSEM)	\$15,000.00
Implement further Student Wellbeing and Academic Support (personnel, elements as they apply to our SWB Handbook, SWB Activities, Edrolo etc)	\$25,000.00
Mental Health First Aid Training	\$8,000.00
Regular and Ongoing Student Wellbeing Group Meetings (representation from Sub Schools, Executive and Wellbeing Team; identify and support students at risk, including Student Attendance)	\$0.00
Documented Student Wellbeing Program via Home Group (eg use of Student Planners - Resilience Project)	\$18,500.00

Regular Student Focus Groups (student representation)	\$0.00
Professional learning / development in place to allow for developmental rubric development and implementation (inc as part of PLC work); professional learning / development for the inclusion of more more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation	\$3,500.00
Review and use of eDapt as part of PLCs and classroom teaching	\$5,000.00
Individual Learning Plans are developed by Sub School Leaders with their teams of staff (including Home Group Teachers) across all year levels	\$0.00
Totals	\$84,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Whole Staff Professional Development - Whole School Literacy	from: Term 1 to: Term 4		
Student Wellbeing Pulse Check System (eg PIVOT) via Home Group	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement further Student Wellbeing and Academic Support (personnel, elements as they apply)	from: Term 1	\$25,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services

to our SWB Handbook, SWB Activities,Edrolo etc)	to: Term 4		
Mental Health First Aid Training	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Documented Student Wellbeing Program via Home Group (eg use of Student Planners - Resilience Project)	from: Term 1 to: Term 4	\$18,500.00	
Totals			

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Whole Staff Professional Development - Berry Street Model (or BSEM)	from: Term 1 to: Term 4		
Implement further Student Wellbeing and Academic Support	from: Term 1		

(personnel, elements as they apply to our SWB Handbook, SWB Activities,Edrolo etc)	to: Term 4		
Regular and Ongoing Student Wellbeing Group Meetings (representation from Sub Schools, Executive and Wellbeing Team; identify and support students at risk, including Student Attendance)	from: Term 1 to: Term 4		
Regular Student Focus Groups (student representation)	from: Term 1 to: Term 4		
Professional learning / development in place to allow for developmental rubric development and implementation (inc as part of PLC work); professional learning / development for the inclusion of more more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation	from: Term 1 to: Term 4		
Review and use of eDapt as part of PLCs and classroom teaching	from: Term 1 to: Term 4		
Individual Learning Plans are developed by Sub School Leaders with their teams of staff (including Home Group Teachers) across all year levels	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole Staff Professional Development - Whole School Literacy	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Misty Adoniou	<input checked="" type="checkbox"/> On-site
Whole Staff Professional Development - Personalised Learning (eg Developing Developmental Rubrics; Use of Formative Assessments and Data to track and improve growth; Inclusion of more Stimulating Learning, Differentiation, Agency, Collaboration and Wellbeing)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Further establish processes and structures for collecting and monitoring school - wide and classroom data; further develop and share Data Plan eg with Leadership, SIT, etc), use of eAdapt at PLC and classroom level	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <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
Further establish Whole School Numeracy, Literacy and PLC Programs. Literacy - IRP, Comprehension Strategies, Writing Skills; Numeracy - Number Talks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

(Maths Domain), Data Talks via Common Factors Program across Domains; PLC - link to Domains and add focus on Student Wellbeing	<input checked="" type="checkbox"/> Team Leader(s)			<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
Student Wellbeing Pulse Check System (eg PIVOT) via Home Group	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole Staff Professional Development - Berry Street Model (or BSEM)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants BSEM - Berry St Model	<input checked="" type="checkbox"/> On-site
Mental Health First Aid Training	<input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants MHFA trainers	<input checked="" type="checkbox"/> On-site
Professional learning / development in place to allow for developmental rubric development and implementation (inc as part of PLC work); professional learning / development for the	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

inclusion of more more formative assessment and feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation				<input checked="" type="checkbox"/> Timetabled Planning Day		
Review and use of eDapt as part of PLCs and classroom teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants eDapt	<input checked="" type="checkbox"/> On-site
Develop more internal professional development opportunities with how the WHSC Teaching and Learning Model (or WHSC T&L Model) is best applied	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Classroom observations (via PLCs; via Learning Walks)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning / development in place to allow for developmental rubric development and implementation; professional learning / development for the inclusion of more more formative assessment and	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

feedback, differentiation, student agency, simulating learning and student collaboration in curriculum documentation						
Reporting Format is reviewed and overhauled making it even more meaningful for our Community	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site