**2023 Annual Implementation Plan**

Submitted for review by Fern Brisbane (School Principal) on 06 December, 2022 at 10:45 AM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 January, 2023 at 10:34 AM  
Endorsed by Steve Kourtis (School Council President) on 13 February, 2023 at 08:02 PM

**for improving student outcomes**

Wheelers Hill Secondary College (8474)



**Self-evaluation Summary - 2023**

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|  | 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 |

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

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

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

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| **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 |

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| **Enter your reflective comments** | It is clear that the Teaching and Learning culture at WHSC requires a significant shift in mindset and practice. The process has begun by refocusing on building consistent, authentic and transparent practices by all stakeholders: this includes: Reviewing all assessment and reporting practices Using the HITS as a common tool to build teacher confidence in the classroom Revising the professional Learning Culture Changing the delivery model for Learning and Wellbeing None of this is a 'quick fix' but rather a focused and strategic approach to rebuilding WHSC which will unfold over the life of the new Strategic Plan |
| **Considerations for 2023** | A very significant consideration for 2023 is how we use space to facilitate learning. The relocation of Wellbeing and Inclusion is designed to upgrade resourcing within our budget parameters and to bring Learning and wellbeing to the centre of the College. Changes in leadership will bring the opportunity to renew and refocus, especially in the delivery of whole school Literacy and the functioning of Senior School. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. |
| Target 1.1 | Support for the 2023 Priorities |
| Key Improvement Strategy 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | Maximise learning growth and achievement for all students |
| Target 2.1 | By 2026, increase the percentage of students assessed as meeting or above benchmark growth in NAPLAN:   * Reading from 79 % in 2021 to 85% * Writing from 82% in 2021 to 85% * Numeracy from 75% in 2021 to 80% |
| Target 2.2 | By 2026, increase the percentage of students in the top two NAPLAN bands: Year 7   * Reading from 25% to 29% * Writing from 26% to 29% * Numeracy from 34% to 38%   By 2026, increase the percentage of students in the top two NAPLAN bands: Year 9   * Reading from 15% to 20% * Writing from 19% to 24% * Numeracy from 10% to15% |
| Target 2.3 | By 2026, decrease the percentage of students in the bottom two NAPLAN bands:  Year 7   * Reading from 13% to 9% * Writing from 15% to 11% * Numeracy from 16% to 12%   By 2026, decrease the percentage of students in the bottom two NAPLAN bands:  Year 9   * Reading from 23% to 19% * Writing from 15% to 11% * Numeracy from 25% to 20% |
| Target 2.4 | By 2026, increase the VCE all study score mean from 27.65 in 2021 to 28.75.  By 2026, increase the percentage of 37+ study scores from 5.85% in 2021 to 7.5% in 2026 |
| Target 2.5 | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:   * From 36% in 2021 to 42% for academic emphasis * From 40% in 2021 to 50% for collective efficacy * From 34% in 2021 to 44% for teacher collaboration * From 19% in 2021 to 25% for understand how to analyse data |
| Key Improvement Strategy 2.a 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 | Build collective ownership for student outcomes |
| Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build school capabilities to provide point of need teaching |
| Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build consistency in high quality teaching practice |
| Goal 3 | Build a stimulating environment where students are agents of their own learning |
| Target 3.1 | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * 30% to 40% for student voice and agency * 39% to 48% for stimulated learning * 50% to 57% for self-regulation and goal setting * 24% to 34% for teacher concern * 47% to 55% for motivation and interest * 76% to 80% for attitudes to attendance |
| Target 3.2 | By 2026, decrease the percentage of students with 20 or more absence days from 31% in 2022 to 28% or lower. |
| Target 3.3 | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures, based on 2021 data:   * 42% to 48% for use student feedback to improve practice, * 37% to 46% for promote student ownership of learning * 35% to 44% believe peer feedback improves practice * 37% to 46% plan for differentiated learning |
| Key Improvement Strategy 3.a 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 | Build school capabilities to be curious, creative and collaborative learners |
| Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop student capabilities to create personal learning and pathways goals |
| Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Activate student voice, agency, and leadership in learning |
| Goal 4 | Improve mental health and wellbeing for all students |
| Target 4.1 | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * 61% to 65% for emotional awareness and self-regulation * 51% to 57% for resilience * 40% to 49% for sense of inclusion * 48% to 54% for effective classroom behaviour |
| Target 4.2 | By 2026, improve the percentage positive endorsement in the Parent Opinion Survey for the following measures, based on 2021 data:   * 45% to 54% for teacher communication * 81% to 86% for promoting positive behaviours * 81% to 86% for student connectedness |
| Target 4.3 | By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures, based on 2021 data:   * 37% to 46% for support growth and learning of the whole student * 37% to 46% for trust in students and parents |
| Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Build a whole school framework to enhance student health and wellbeing, in partnership with parents, carers, students and staff |
| Key Improvement Strategy 4.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Strengthen partnerships within and beyond the school to support individual and cohort student health and wellbeing |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | Yes | Support for the 2023 Priorities | We wish to improve our data sets across the board |
| Maximise learning growth and achievement for all students | Yes | By 2026, increase the percentage of students assessed as meeting or above benchmark growth in NAPLAN:   * Reading from 79 % in 2021 to 85% * Writing from 82% in 2021 to 85% * Numeracy from 75% in 2021 to 80% | 2023Reading- 80% Writing- 83% |
| By 2026, increase the percentage of students in the top two NAPLAN bands: Year 7   * Reading from 25% to 29% * Writing from 26% to 29% * Numeracy from 34% to 38%   By 2026, increase the percentage of students in the top two NAPLAN bands: Year 9   * Reading from 15% to 20% * Writing from 19% to 24% * Numeracy from 10% to15% | 2023 Year 7Reading - 26% Writing- 27%2023 Year 9Reading- 16% Writing 20% |
| By 2026, decrease the percentage of students in the bottom two NAPLAN bands:  Year 7   * Reading from 13% to 9% * Writing from 15% to 11% * Numeracy from 16% to 12%   By 2026, decrease the percentage of students in the bottom two NAPLAN bands:  Year 9   * Reading from 23% to 19% * Writing from 15% to 11% * Numeracy from 25% to 20% | 2023 Year 7Reading- 12% Writing- 14%2023 Year 9Reading -22% Writing- 14% |
| By 2026, increase the VCE all study score mean from 27.65 in 2021 to 28.75.  By 2026, increase the percentage of 37+ study scores from 5.85% in 2021 to 7.5% in 2026 | 2023All- 27.85 2023SS 37+- 6% |
| By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:   * From 36% in 2021 to 42% for academic emphasis * From 40% in 2021 to 50% for collective efficacy * From 34% in 2021 to 44% for teacher collaboration * From 19% in 2021 to 25% for understand how to analyse data | 2023From 36% in 21 to 38% in 2023 |
| Build a stimulating environment where students are agents of their own learning | No | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * 30% to 40% for student voice and agency * 39% to 48% for stimulated learning * 50% to 57% for self-regulation and goal setting * 24% to 34% for teacher concern * 47% to 55% for motivation and interest * 76% to 80% for attitudes to attendance |  |
| By 2026, decrease the percentage of students with 20 or more absence days from 31% in 2022 to 28% or lower. |  |
| By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures, based on 2021 data:   * 42% to 48% for use student feedback to improve practice, * 37% to 46% for promote student ownership of learning * 35% to 44% believe peer feedback improves practice * 37% to 46% plan for differentiated learning |  |
| Improve mental health and wellbeing for all students | No | By 2026, increase the percent positive responses score on AtoSS for the following factors:   * 61% to 65% for emotional awareness and self-regulation * 51% to 57% for resilience * 40% to 49% for sense of inclusion * 48% to 54% for effective classroom behaviour |  |
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| Goal 1 | **2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.** | |
| 12 Month Target 1.1 | We wish to improve our data sets across the board | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a**  Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b**  Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |
| Goal 2 | **Maximise learning growth and achievement for all students** | |
| 12 Month Target 2.1 | 2023 Reading- 80% Writing- 83% | |
| 12 Month Target 2.2 | 2023 Year 7 Reading - 26% Writing- 27%  2023 Year 9 Reading- 16% Writing 20% | |
| 12 Month Target 2.3 | 2023 Year 7 Reading- 12% Writing- 14%  2023 Year 9 Reading -22% Writing- 14% | |
| 12 Month Target 2.4 | 2023 All- 27.85  2023 SS 37+- 6% | |
| 12 Month Target 2.5 | 2023 From 36% in 21 to 38% in 2023 | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  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 | Build collective ownership for student outcomes | Yes |
| **KIS 2.b**  Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build school capabilities to provide point of need teaching | Yes |
| **KIS 2.c**  Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build consistency in high quality teaching practice | 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. | It is clear from a range of data sets, including AtoSS, NAPLAN benchmark growth, VCE data and other performance indicators, that improving teacher capacity to deliver differentiated and stimulating learning is essential if we are going to improve student outcomes from Year 7 to Year 12. Teachers have to know their students. Teachers need to be confident and capable of focusing on building key skills and knowledge and not just the delivery of content. This was clearly identified in the recent PRSE and the final Review Report. This also means revisiting how the HITS are utilised in teacher practice and revisiting classroom observations | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | | |
| 12 Month Target 1.1 | We wish to improve our data sets across the board | | | | |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | WHSC will take the following actions: Participate in the numeracy CoP Establish at least one numeracy PLC to overview the pedagocial practices of the mathematics learning area and broader staff. Establish new protocols and processes for the delivery of NAPLAN to ensure consistent and equitable delivery of the tests. Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | | | | |
| **Outcomes** | We will see the following at WHSC: For Students: Greater empowerment and agency in their learning Increased opportunity for self and peer assessment Improved collaboration amongst students in the classroom Improved engagement in learning For Teachers: Greater collaboration with students in the classroom More transparent and consistent pedagogical approaches to teaching and learning For Community: Greater communication of and endorsement for our pedagogical practices | | | | |
| **Success Indicators** | Student Data 30% to 32% for student voice and agency by end of 2023 39% to 41% for stimulated learning by end of 2023  50% to 52 % for self-regulation and goal setting by end of 2023 By 2023, increase the percentage of students assessed as meeting or above benchmark growth in NAPLAN:  Numeracy from 75% in 2021 to 77% By 2023, increase the percentage of students in the top two NAPLAN bands: Year 7 Numeracy from 34% to 35% By 2023, increase the percentage of students in the top two NAPLAN bands: Year 9 Numeracy from 10% to11% Improvement in collaboration and collective efficacy in staff opinion survey Improvement in parent endorsement from Parent Opinion Survey | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Participate in the Numeracy CoP | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Improvement Teacher | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish at least one Numeracy PLC | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Improvement Teacher  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establish new protocols and processes for the delivery of NAPLAN | | 🗹 Assistant Principal  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $3,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Embed and improve current whole school practices with a greater focus on the use of HITS | | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | WHSC will: Redesign Wellbeing spaces to improve accessibility for students Investigate additional support funding for the wellbeing team- ie appointment of a School Chaplain Improve communication of wellbeing processes and protocols by upgrading the WHSC wellbeing handbook and flow chart Creation of Learning and Wellbeing Leaders at a subschool level. Broadening of the Wellbeing team at WHSC to include inclusion and diversity stakeholders. | | | | |
| **Outcomes** | For Students: Destigmatise use of wellbeing resources and facilities Increased access to wellbeing resources and facilities for all students Improved referral processes and triaging of students at risk For Teachers: Improved perception of teacher concern in the AtoSS 2023 Improved knowledge of protocols and processes for all school stakeholders- teachers/community. | | | | |
| **Success Indicators** | For Students: 24% to 26% for teacher concern for 2023 47% to 49% for motivation and interest for 2023 76% to 77% for attitudes to attendance for 2023 For Staff: From 36% in 2021 to 38% for academic emphasis for 2023 From 40% in 2021 to 43% for collective efficacy for 2023 From 34% in 2021 to 37% for teacher collaboration for 2023 From 19% in 2021 to 21% for understand how to analyse data for 2023 | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Redesign Wellbeing spaces to improve accessibility for students | | 🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Investigate additional support funding for the wellbeing team- ie appointment of a School Chaplain | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $50,000.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Improve communication of wellbeing processes and protocols by upgrading the WHSC wellbeing handbook and flow chart | | 🗹 Assistant Principal  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Creation of Learning and Wellbeing Leaders at a subschool level. | | 🗹 Disability Inclusion Coordinator  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $12,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Broadening of the Wellbeing team at WHSC to include inclusion and diversity stakeholders. | | 🗹 Disability Inclusion Coordinator  🗹 Respectful Relationships Implementation Team  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Goal 2 | Maximise learning growth and achievement for all students | | | | |
| 12 Month Target 2.1 | 2023 Reading- 80% Writing- 83% | | | | |
| 12 Month Target 2.2 | 2023 Year 7 Reading - 26% Writing- 27%  2023 Year 9 Reading- 16% Writing 20% | | | | |
| 12 Month Target 2.3 | 2023 Year 7 Reading- 12% Writing- 14%  2023 Year 9 Reading -22% Writing- 14% | | | | |
| 12 Month Target 2.4 | 2023 All- 27.85  2023 SS 37+- 6% | | | | |
| 12 Month Target 2.5 | 2023 From 36% in 21 to 38% in 2023 | | | | |
| KIS 2.a 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 | Build collective ownership for student outcomes | | | | |
| **Actions** | Building teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes. Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC | | | | |
| **Outcomes** | For Students: Greater collaboration with all stakeholders in their learing Improved engagment in their learning Greater ownership of their learning For Teachers: Less explicit teaching and teacher directed learning Greater differention of curriculum content to cater for high ability, diverse, and high need learners For Community: Greater parent endorsement of the WHSC teaching and learning culture | | | | |
| **Success Indicators** | For Students 30% to 32% for student voice and agency for 2023 39% to 41% for stimulated learning for 2023 50% to 52% for self-regulation and goal setting for 2023 24% to 26% for teacher concern for 2023 47% to 49% for motivation and interest for 2023 76% to 77% for attitudes to attendance for 2023 For Staff From 36% in 2021 to 38% for academic emphasis for 2023 From 40% in 2021 to 42% for collective efficacy for 2023 From 34% in 2021 to 38% for teacher collaboration for 2023 From 19% in 2021 to 21% for understand how to analyse data for 2023 For Community Improvement in parent endorsement from Parent Opinion Survey | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Building teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes. | | 🗹 All Staff  🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 Data Leader  🗹 KLA Leader  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Review and refine the curriculum plan to identify and implement authentic opportunities for students to co-design their learning. | | 🗹 All Staff  🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 Data Leader  🗹 KLA Leader  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC | | 🗹 All Staff  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator  🗹 KLA Leader  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 PLC Leaders  🗹 Respectful Relationships Implementation Team  🗹 Teaching and Learning Coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build school capabilities to provide point of need teaching | | | | |
| **Actions** | Establish an Assessment and Reporting PLC Collect data from all stakeholders about how we communicate student progress and achievement to our community. Establish focus groups to provide feedback on suggested changes for 2023 | | | | |
| **Outcomes** | For Students: Greater transparency about how they are assessed  Greater opportunities for students to develop strategies for future inprovment Greater opportunities for students to recieve and give feedback in a variety of ways For Teachers: Greater understading of how to use the VC teacher judgments 7-10 effectively Greater focus on moderation, benchmarking and collaborative assessment of student work in VCE Greater capacity of techers to deliver feedback on student learnign in a variety of ways For Community Greater tranparency around how formative and summative assesment is conducted | | | | |
| **Success Indicators** | IEPs for high ability students in RISE and other programs (Inclusion, ATSI, etc) at WHSC  Greater access to information for staff relating to students on IEPs A WHSC Assessment and Report Handbook Revised report format for 2023 | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| Establish an Assessment and Reporting PLC | | 🗹 All Staff  🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Collect data from all stakeholders about how we communicate student progress and achievement to our community. | | 🗹 All Staff  🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Data Leader  🗹 Leadership Team  🗹 Principal  🗹 School Improvement Team  🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build consistency in high quality teaching practice | | | | |
| **Actions** | PLCs to be part of the core business of Learning Areas Establishment of cross curricula Professional Practice Teams (PPTs) to collaborate on what high quality teaching looks like at WHSC Revise the Professional Learning Policy with greater emphasis on strategies for improved teacher efficacy Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | | | | |
| **Outcomes** | For Students: Greater consistency in high quality teaching practice accross the college More opportunities for collaborative learning  For Teachers: Greater consistency in high quality teaching practice accross the college More opportunities for collective efficacy and collaborative learning | | | | |
| **Success Indicators** | PLC celebrations term 3 PLC handbook to guide teacher practice Learning spaces policy Revised professional learning policy Creation of WHSC creative learning hub (L block) Incorporation of arts into the STEM program (STEAM) Student Data 30% to 32% for student voice and agency by end of 2023 39% to 41% for stimulated learning by end of 2023 | | | | |
| Activities and Milestones | | People Responsible | Is this a PL Priority | When | Funding Streams |
| PLCs to be part of the core business of Learning Areas | | 🗹 KLA Leader  🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Establishment of cross curricula Professional Practice Teams (PPTs) to collaborate on what high quality teaching looks like at WHSC | | 🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Revise the Professional Learning Policy with greater emphasis on strategies for improved teacher efficacy | | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | | 🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used  🞎 Disability Inclusion Tier 2 Funding will be used  🞎 Schools Mental Health Menu items will be used which may include DET funded or free items |

**Funding Planner**

Summary of Budget and Allocated Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of Budget** | **School’s total funding ($)** | **Funding Allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $113,688.80 | $39,000.00 | $74,688.80 |
| Disability Inclusion Tier 2 Funding | $0.00 | $0.00 | $0.00 |
| Schools Mental Health Fund and Menu | $0.00 | $50,000.00 | -$50,000.00 |
| **Total** | $113,688.80 | $89,000.00 | $24,688.80 |

Activities and Milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| Establish new protocols and processes for the delivery of NAPLAN | $3,000.00 |
| Embed and improve current whole school practices with a greater focus on the use of HITS | $4,000.00 |
| Redesign Wellbeing spaces to improve accessibility for students | $5,000.00 |
| Investigate additional support funding for the wellbeing team- ie appointment of a School Chaplain | $50,000.00 |
| Creation of Learning and Wellbeing Leaders at a subschool level. | $12,000.00 |
| Building teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes. | $4,000.00 |
| Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC | $5,000.00 |
| Establishment of cross curricula Professional Practice Teams (PPTs) to collaborate on what high quality teaching looks like at WHSC | $2,000.00 |
| Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | $4,000.00 |
| **Totals** | $89,000.00 |

Activities and Milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| Establish new protocols and processes for the delivery of NAPLAN | from: Term 1  to: Term 1 | $3,000.00 | 🗹 Teaching and learning programs and resources |
| Embed and improve current whole school practices with a greater focus on the use of HITS | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Redesign Wellbeing spaces to improve accessibility for students | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources  🗹 Assets |
| Creation of Learning and Wellbeing Leaders at a subschool level. | from: Term 1  to: Term 4 | $12,000.00 | 🗹 Professional development (excluding CRT costs and new FTE) |
| Building teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes. | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC | from: Term 1  to: Term 4 | $5,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Establishment of cross curricula Professional Practice Teams (PPTs) to collaborate on what high quality teaching looks like at WHSC | from: Term 1  to: Term 4 | $2,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | from: Term 1  to: Term 4 | $4,000.00 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) |
| **Totals** |  | $39,000.00 |  |

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** |
| Investigate additional support funding for the wellbeing team- ie appointment of a School Chaplain | from: Term 1  to: Term 2 | $50,000.00 | 🗹 Employ Mental Health Staff to provide Tier 3 support for students |
| **Totals** |  | $50,000.00 |  |

Additional Funding Planner – Total Budget

|  |  |
| --- | --- |
| **Activities and Milestones** | **Budget** |
| **Totals** | $0.00 |

Additional Funding Planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional Funding Planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Participate in the Numeracy CoP | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Improvement Teacher | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Communities of Practice | 🗹 Subject association  🗹 Maths/Sci Specialist  🗹 Departmental resources  mixed as per requirments  🗹 Numeracy leader | 🗹 On-site |
| Establish at least one Numeracy PLC | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Numeracy Improvement Teacher  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Maths/Sci Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Embed and improve current whole school practices with a greater focus on the use of HITS | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Literacy Leader  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Creation of Learning and Wellbeing Leaders at a subschool level. | 🗹 Disability Inclusion Coordinator  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning | 🗹 Academy program/course  🗹 External consultants  TRP, Mental Health First Aid, RRR | 🗹 On-site |
| Broadening of the Wellbeing team at WHSC to include inclusion and diversity stakeholders. | 🗹 Disability Inclusion Coordinator  🗹 Respectful Relationships Implementation Team  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Regional Leadership Conferences | 🗹 Internal staff  🗹 External consultants  PL providers  🗹 Student Achievement Manager | 🗹 On-site |
| Building teacher capacity to deliver consistent and transparent pedagogical practices that improve student outcomes. | 🗹 All Staff  🗹 Assistant Principal  🗹 Curriculum Co-ordinator (s)  🗹 Data Leader  🗹 KLA Leader  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting  🗹 Regional Leadership Conferences | 🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Departmental resources  HITS  🗹 High Impact Teaching Strategies (HITS)  🗹 MYLNS initiative professional learning | 🗹 On-site |
| Develop a whole-school understanding of what student voice, agency and leadership in what learning looks like at WHSC | 🗹 All Staff  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator  🗹 KLA Leader  🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 PLC Leaders  🗹 Respectful Relationships Implementation Team  🗹 Teaching and Learning Coordinator | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Formalised PLC/PLTs  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting  🗹 Regional Leadership Conferences | 🗹 SEIL  🗹 Departmental resources  Amplify and PAL  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Establish an Assessment and Reporting PLC | 🗹 All Staff  🗹 Assessment & Reporting Coordinator  🗹 Assistant Principal  🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team | from: Term 1  to: Term 3 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 VCAA Curriculum Specialist  🗹 Subject association  🗹 Departmental resources  Assessment and Reporting PAL | 🗹 On-site |
| PLCs to be part of the core business of Learning Areas | 🗹 KLA Leader  🗹 PLC Leaders  🗹 School Improvement Team  🗹 Teacher(s) | from: Term 1  to: Term 3 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting  🗹 Regional Leadership Conferences | 🗹 VCAA Curriculum Specialist  🗹 PLC Initiative  🗹 Internal staff  🗹 Subject association  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Establishment of cross curricula Professional Practice Teams (PPTs) to collaborate on what high quality teaching looks like at WHSC | 🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 VCAA Curriculum Specialist  🗹 Literacy expertise  🗹 Learning Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Revise the Professional Learning Policy with greater emphasis on strategies for improved teacher efficacy | 🗹 Assistant Principal  🗹 Principal  🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders  🗹 Maths/Sci Specialist  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Embed and improve current whole school practices with a greater focus on the use of HITS to build teacher capacity particulalry with respect to stimulating learning and differentiation. | 🗹 Learning Specialist(s)  🗹 Principal  🗹 School Improvement Team  🗹 Staff Development Coordinator  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 PLC/PLT Meeting | 🗹 Subject association  🗹 Academy program/course  🗹 Literacy Leaders  🗹 Maths/Sci Specialist  🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS)  🗹 Student Achievement Manager | 🗹 On-site |