

2022 Annual Implementation Plan

for improving student outcomes

Hawkesdale P12 College (5434)



**HAWKESDALE
P12 COLLEGE**

Submitted for review by Colan Distel (School Principal) on 16 February, 2022 at 09:01 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 24 February, 2022 at 04:34 PM
Endorsed by Elise Dell (School Council President) on 25 February, 2022 at 03:32 PM

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	Embedding
	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	Embedding
	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	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	Despite the challenges of COVID and associated periods of remote learning our school has been able to continue its journey of school improvement. Much focus over recent years has involved the development of Professional Learning Communities (PLC) with a focus on improving student learning outcomes. During our school review in 2021 this was recognized and recommended to continue to be a focus in our next strategic plan. MYLN and tutoring funding will be used to help students who are not performing as well as they would like to show appropriate learning growth. During the review while it was acknowledged that student leadership roles were embedding in the school it was thought that students voice in learning, teaching and assessment was not universally evident and variable between teachers and classes. Analysis of the
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	<p>Student Attitudes to School Survey, student attendance data and feedback from students and staff derived through fieldwork confirmed the need expressed in the School Self Evaluation to deepen the opportunities for students to provide feedback to their teachers about the work that is undertaken in the classroom.</p>
<p>Considerations for 2022</p>	<p>After the disruptions of the last two years due to Covid the 2022 priority goals set by the department need to be the major focus for 2022. Those students who have not progressed as well as they would have will be a focus through the tutoring program using funding supplied by the department. This will be in conjunction with MYLN and equity funding. Literacy and numeracy PLCs will track individual student progress and develop actions to address identified student needs. Student mental health and wellbeing will be major focus to ensure that students transition back into school smoothly and happily. The School Wide Positive Behaviours PLC will work with our student wellbeing team and student leaders to develop better understanding of student engagement and wellbeing data and develop actions to address identified need.</p>
<p>Documents that support this plan</p>	<p>2021 Student Attitudes to School Survey Results_09-02-2022.pdf (0.18 MB) Attitudes to School Survey not experiencing bullying 4 to 12.pdf (0.2 MB) Attitudes to School Survey percentage endorsement 10 to 12Differentiated learning challenge.pdf (0.2 MB) Attitudes to School Survey percentage endorsement 4 to 6 Differentiated learning challenge.pdf (0.19 MB) Attitudes to School Survey percentage endorsement 4 to12Differentiated learning challenge.pdf (0.19 MB) Attitudes to School Survey percentage endorsement 7 to 9Differentiated learning challenge.pdf (0.19 MB) Attitudes to School Survey student voice and agency 10 to 12.pdf (0.19 MB) Attitudes to School Survey student voice and agency 4 to 12.pdf (0.19 MB) Attitudes to School Survey student voice and agency 4 to 6.pdf (0.19 MB) Attitudes to School Survey student voice and agency 7 to 9.pdf (0.19 MB) Attitudes to School Survey teacher concern 10 to 12.pdf (0.19 MB) Attitudes to School Survey teacher concern 4 to 12.pdf (0.19 MB) Attitudes to School Survey teacher concern 4 to 6.pdf (0.19 MB) Attitudes to School Survey teacher concern 7 to 9.pdf (0.19 MB) Hawkesdale P-12 Panel Day final powerpoint.pptx (1.84 MB) Hawkesdale P_12 College Review Report 2021 SWVR v210401 draft NCS QA.docx (0.38 MB)</p>

SSP Goals Targets and KIS

Goal 1	<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>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To maximise student learning growth in all areas of the curriculum.</p>
Target 2.1	<p>By 2025, the percentage of Year 3 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 50% in 2019 to 60%. • Writing - Increase from 50% in 2019 to 55%. • Numeracy - Increase from 14% in 2019 to 45%.
Target 2.2	<p>By 2025, the percentage of Year 5 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 39% in 2019 to 50%. • Writing - Increase from 5% in 2019 to 20%.

	<ul style="list-style-type: none"> • Numeracy - Increase from 11% in 2019 to 30%.
Target 2.3	<p>By 2025, the percentage of Year 7 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 13% in 2019 to 25%. • Writing - Increase from 12% in 2019 to 25%. • Numeracy - Increase from 12% in 2019 to 25%.
Target 2.4	<p>By 2025, the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 5% in 2019 to 25%. • Writing - Increase from 6% in 2019 to 25%. • Numeracy - Increase from 25% in 2019 to 30%.
Target 2.5	<p>By 2025, reduce percentage of Year 5 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy.</p> <ul style="list-style-type: none"> • Reading - reduce from 8% in 2019 to 5% or less. • Writing - reduce from 36% in 2019 to 25%.or less. • Numeracy - reduce from 15% in 2019 to 10%.or less.

Target 2.6	<p>By 2025, reduce percentage of Year 7 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Reading - reduce from 14% in 2019 to 10% or less. • Writing - reduce from 0% in 2019 to 0%. • Numeracy - reduce from 0% in 2019 to 0%.
Target 2.7	<p>By 2025, reduce percentage of Year 9 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy.</p> <ul style="list-style-type: none"> • Reading - reduce from 50% in 2019 to 25% or less. • Writing - reduce from 25% in 2019 to 20%.or less. • Numeracy - reduce from 11% in 2019 to 10%.or less.
Target 2.8	<p>VCE</p> <ul style="list-style-type: none"> • By 2025, the Allstudy mean to increase from the three-year weighted average of 26.9 in 2020 to a three-year weighted average of 29. • By 2025, the percentage of scores of 37 or more to increase from 0% in 2020 to 10%. • Completion rate of Year 12 - Maintain in 2025 from benchmarks of 100 % completion for VCAL in 2020 and 100% for VCE in 2020.
Target 2.9	<p>School Staff Survey.</p>

	<ul style="list-style-type: none"> • By 2025, increase the percentages of positive responses to Academic Emphasis from 46% in 2020 to 75% by 2025.
Target 2.10	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 79% in 2020 to 85%. • At years 7 to 9 from 46% in 2020 to 70%. • At years 10 to 12 from 52% in 2020 to 85%.
Target 2.11	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Stimulated learning factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 81% in 2020 to 85%. • At years 7 to 9 from 51% in 2020 to 70%. • At years 10 to 12 from 62% in 2020 to 85%.
Key Improvement Strategy 2.a Building practice excellence	Create a dynamic teaching and learning model, informed by feedback that challenges all students to be successful.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.
Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.

Goal 3	To empower all students to be active partners in their learning
Target 3.1	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Regulation and Goal Setting factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 88% in 2020 to 90%. • At years 7 to 9 from 46% in 2020 to 75%. • At years 10 to 12 from 61% in 2020 to 75%.
Target 3.2	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Student Voice and Agency factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 65% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%.
Target 3.3	<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p> <ul style="list-style-type: none"> • Seeks Feedback to Improve Practice from 47% in 2020 to 75%. • Professional Learning through Peer Observation from 47% in 2020 to 75%.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.
Key Improvement Strategy 3.b	Establish authentic learning partnerships that are responsive to student feedback.

Intellectual engagement and self-awareness	
Goal 4	To build student connectedness to foster engagement and wellbeing.
Target 4.1	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 74% in 2020 to 90%. • At years 7 to 9 from 46% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%.
Target 4.2	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 77% in 2020 to 90%. • At years 7 to 9 from 52% in 2020 to 75%. • At years 10 to 12 from 53% in 2020 to 75%.
Target 4.3	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Teacher Concern factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 66% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 90%. • At years 10 to 12 from 54% in 2020 to 90%.

Target 4.4	<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p> <ul style="list-style-type: none"> • Trust in Students and Parents from 68% in 2020 to 85%. • School Climate from 70% in 2020 to 85%.
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	<p>Strengthen and foster a consistent student engagement/wellbeing model across the school.</p>
Key Improvement Strategy 4.b Building communities	<p>Build and nurture the partnership between school, student, family and community to maximize student attendance.</p>

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>100% of students involved in tutoring and MYLN programs achieving greater than one years expected growth.</p> <p>Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%.</p> <p>Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%.</p> <p>Teacher Concern factor of ATOS At Years 4 to 75%. At years 7 to 50%. At years 10 to 65%.</p>
To maximise student learning growth in all areas of the curriculum.	Yes	<p>By 2025, the percentage of Year 3 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 50% in 2019 to 60%. • Writing - Increase from 50% in 2019 to 55%. • Numeracy - Increase from 14% in 2019 to 45%. 	<p>Reading - 53%. Writing - 52%. Numeracy - 25%</p>

		<p>By 2025, the percentage of Year 5 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 39% in 2019 to 50%. • Writing - Increase from 5% in 2019 to 20%. • Numeracy - Increase from 11% in 2019 to 30%. 	<p>Reading - 45%. Writing - 10%. Numeracy - 15%</p>
		<p>By 2025, the percentage of Year 7 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 13% in 2019 to 25%. • Writing - Increase from 12% in 2019 to 25%. • Numeracy - Increase from 12% in 2019 to 25%. 	<p>Reading - 16%. Writing - 16%. Numeracy - 16%</p>
		<p>By 2025, the percentage of Year 9 students achieving in the top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Reading - Increase from 5% in 2019 to 25%. • Writing - Increase from 6% in 2019 to 25%. • Numeracy - Increase from 25% in 2019 to 30%. 	<p>Reading - 10%. Writing - 10%. Numeracy - 26%</p>

	<p>By 2025, reduce percentage of Year 5 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy.</p> <ul style="list-style-type: none"> • Reading - reduce from 8% in 2019 to 5% or less. • Writing - reduce from 36% in 2019 to 25%.or less. • Numeracy - reduce from 15% in 2019 to 10%.or less. 	<p>Reading - 6%. Writing - 30%. Numeracy - 12%</p>
	<p>By 2025, reduce percentage of Year 7 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy</p> <ul style="list-style-type: none"> • Reading - reduce from 14% in 2019 to 10% or less. • Writing - reduce from 0% in 2019 to 0%. • Numeracy - reduce from 0% in 2019 to 0%. 	<p>Reading - 12%. Writing- NA Numeracy - NA</p>
	<p>By 2025, reduce percentage of Year 9 students achieving low benchmark growth in NAPLAN Reading, Writing and Numeracy.</p> <ul style="list-style-type: none"> • Reading - reduce from 50% in 2019 to 25% or less. • Writing - reduce from 25% in 2019 to 20%.or less. • Numeracy - reduce from 11% in 2019 to 10%.or less. 	<p>Reading - 40%. Writing - 22%. Numeracy - 10%</p>
	VCE	<p>Allstudy mean 28 100% completion rate</p>

		<ul style="list-style-type: none"> • By 2025, the Allstudy mean to increase from the three-year weighted average of 26.9 in 2020 to a three-year weighted average of 29. • By 2025, the percentage of scores of 37 or more to increase from 0% in 2020 to 10%. • Completion rate of Year 12 - Maintain in 2025 from benchmarks of 100 % completion for VCAL in 2020 and 100% for VCE in 2020. 	
		<p>School Staff Survey.</p> <ul style="list-style-type: none"> • By 2025, increase the percentages of positive responses to Academic Emphasis from 46% in 2020 to 75% by 2025. 	Academic emphasis 55%
		<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 79% in 2020 to 85%. • At years 7 to 9 from 46% in 2020 to 70%. • At years 10 to 12 from 52% in 2020 to 85%. 	<p>Motivation and Interest Year 4 to 6 to 81% Year 7 to 9 to 51% Year 10 to 12 to 60%</p>

		<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Stimulated learning factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 81% in 2020 to 85%. • At years 7 to 9 from 51% in 2020 to 70%. • At years 10 to 12 from 62% in 2020 to 85%. 	<p>Stimulating Learning Factor Year 4 to 6 to 83% Year 7 to 9 to 60% Year 10 to 12 to 70%</p>
To empower all students to be active partners in their learning	Yes	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Regulation and Goal Setting factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 88% in 2020 to 90%. • At years 7 to 9 from 46% in 2020 to 75%. • At years 10 to 12 from 61% in 2020 to 75%. 	<p>Self regulation and goal setting factor Year 4 to 6 to 90% Year 7 to 9 to 55% Year 10 to 12 to 65%</p>
		<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Student Voice and Agency factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 65% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%. 	<p>Student voice and agency factor Year 4 to 6 to 70% Year 7 to 9 to 50% Year 10 to 12 to 55%</p>

		<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p> <ul style="list-style-type: none"> • Seeks Feedback to Improve Practice from 47% in 2020 to 75%. • Professional Learning through Peer Observation from 47% in 2020 to 75%. 	<p>Seeks Feedback to Improve Practice to 55%. Professional Learning through Peer Observation to 55%.</p>
To build student connectedness to foster engagement and wellbeing.	Yes	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 74% in 2020 to 90%. • At years 7 to 9 from 46% in 2020 to 75%. • At years 10 to 12 from 49% in 2020 to 75%. 	<p>Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%.</p>
		<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 77% in 2020 to 90%. • At years 7 to 9 from 52% in 2020 to 75%. • At years 10 to 12 from 53% in 2020 to 75%. 	<p>Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%.</p>

	<p>By 2025 increase the percentage of positive responses in the student Attitudes to School Survey in the Teacher Concern factor.</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 66% in 2020 to 90%. • At years 7 to 9 from 38% in 2020 to 90%. • At years 10 to 12 from 54% in 2020 to 90%. 	<p>Teacher Concern factor of ATOS At Years 4 to 75%. At years 7 to 50%. At years 10 to 65%.</p>
	<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p> <ul style="list-style-type: none"> • Trust in Students and Parents from 68% in 2020 to 85%. • School Climate from 70% in 2020 to 85%. 	<p>Trust in Students and Parents to 75%. School Climate from 75%.</p>

Goal 1	<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>
12 Month Target 1.1	<p>100% of students involved in tutoring and MYLN programs achieving greater than one years expected growth.</p> <p>Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%.</p>

	<p>Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%.</p> <p>Teacher Concern factor of ATOS At Years 4 to 75%. At years 7 to 50%. At years 10 to 65%.</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	To maximise student learning growth in all areas of the curriculum.	
12 Month Target 2.1	<p>Reading - 53%. Writing - 52%. Numeracy - 25%</p>	

12 Month Target 2.2	Reading - 45%. Writing - 10%. Numeracy - 15%
12 Month Target 2.3	Reading - 16%. Writing - 16%. Numeracy - 16%
12 Month Target 2.4	Reading - 10%. Writing - 10%. Numeracy - 26%
12 Month Target 2.5	Reading - 6%. Writing - 30%. Numeracy - 12%
12 Month Target 2.6	Reading - 12%. Writing- NA Numeracy - NA
12 Month Target 2.7	Reading - 40%. Writing - 22%. Numeracy - 10%
12 Month Target 2.8	Allstudy mean 28 100% completion rate
12 Month Target 2.9	Academic emphasis 55%
12 Month Target 2.10	Motivation and Interest Year 4 to 6 to 81% Year 7 to 9 to 51% Year 10 to 12 to 60%
12 Month Target 2.11	Stimulating Learning Factor Year 4 to 6 to 83%

	Year 7 to 9 to 60% Year 10 to 12 to 70%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Create a dynamic teaching and learning model, informed by feedback that challenges all students to be successful.	Yes
KIS 2 Evaluating impact on learning	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.	Yes
KIS 3 Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	During our school review in 2021 it was found that there were some excellent examples in our school of teachers using student data to differentiate their teaching so that it was at the point of need of students. It was felt however that this was not consistent across the school. For this to become more consistent across the school the development of middle leaders and the further development of PLC s was seen as a vehicle.	
Goal 3	To empower all students to be active partners in their learning	
12 Month Target 3.1	Self regulation and goal setting factor Year 4 to 6 to 90% Year 7 to 9 to 55% Year 10 to 12 to 65%	
12 Month Target 3.2	Student voice and agency factor Year 4 to 6 to 70% Year 7 to 9 to 50% Year 10 to 12 to 55%	

12 Month Target 3.3	Seeks Feedback to Improve Practice to 55%. Professional Learning through Peer Observation to 55%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.	Yes
KIS 2 Intellectual engagement and self-awareness	Establish authentic learning partnerships that are responsive to student feedback.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	During our school review in 2021 it was acknowledged that students had many leadership opportunities, but apart from some good examples it was suggested that there was room for improvement. These KIS's are aimed at building a sustainable authentic student voice across the school, which includes the curriculum and how it is taught. The first part of which is identification of strategies to engage the community and development of a clear understanding of what an authentic student voice looks and sounds like.	
Goal 4	To build student connectedness to foster engagement and wellbeing.	
12 Month Target 4.1	Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%.	
12 Month Target 4.2	Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%.	
12 Month Target 4.3	Teacher Concern factor of ATOS At Years 4 to 75%.	

	At years 7 to 50%. At years 10 to 65%.	
12 Month Target 4.4	Trust in Students and Parents to 75%. School Climate from 75%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Strengthen and foster a consistent student engagement/wellbeing model across the school.	Yes
KIS 2 Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The last two years have been very challenging for everyone resulting in increased levels of anxiety and a reduction in face-to-face interactions. Building the resilience of our school community to ensure positive student engagement is vital to ensuring good mental health for all. Poor school attendance leads to a reduction in engagement with school and others in the community. It is very important that students attend school on a regular basis so that they can build healthy relationships with those around them.	

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	100% of students involved in tutoring and MYLN programs achieving greater than one years expected growth. Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%. Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%. Teacher Concern factor of ATOS At Years 4 to 75%. At years 7 to 50%. At years 10 to 65%.
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	<ul style="list-style-type: none"> - Establish/embed/maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice. - Establish a small group tutoring programs. - Establish a School Improvement Team (SIT). - Students receiving support under tutoring and MYLN programs will set goals where they know where they are, what they need and how they achieve this.

Outcomes	<ul style="list-style-type: none"> - Teachers will confidently and accurately identify student learning needs of their students and plan appropriate instruction and learning opportunities. - Students in need of targeted academic support or intervention will be identified and supported and know what they need to learn and do. - Leaders will establish a small group tutoring program for students identified as being adversely affected by remote learning during 2021. - Leaders will establish literacy and numeracy PLCs at both the secondary and primary level, which will track individual student progress. 			
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data. - Data used to identify students in need of targeted support. - Progress against Individual Education Plans for students involved in tutoring and MYLN programs 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide PLC leaders access to Panorama and build understanding of what it contains and how it can be used through staff professional sessions.	<input checked="" type="checkbox"/> Leadership 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
Review and establish all PLC teams and ensure that all teams have clearly defined goals that directly link to AIP goals.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$36,000.00 <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
Ensure that School Improvement team (SIT) oversees the progress on AIP goals throughout the year.	<input checked="" type="checkbox"/> Leadership 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
Identify students requiring support from a small group tutoring program.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$36,000.00 <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
Provide resourcing for and schedule small group tutoring sessions for individual support to occur.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$77,737.00 <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	<ul style="list-style-type: none"> - Complete the mental health planning tool. - Employ mental health practitioner for an addition day a week. - Target counselling for individual students with acute needs. - Continue implementation of School Wide Positive Behavior Support with the college. - Physical activity will be focus of day to day school life. - Youth Mental Health training for all staff. 			
Outcomes	<ul style="list-style-type: none"> - All staff will support the goals of the SWPBS team. - All staff have a better understanding of Youth mental health and how to respond or where to get help if required. - Wellbeing team will use mental health planning tool to identify programs and actions to support the mental health needs of our students. 			

Success Indicators	<ul style="list-style-type: none"> - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns. - Documentation of strategies students will use in classes and at school. - Student attendance will be regular. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise Youth Mental health training for all staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <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
Weekly student welfare meeting part of meeting schedule to discuss and and plan individual or group support.	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	<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>Goal 2</p>	<p>To maximise student learning growth in all areas of the curriculum.</p>			
<p>12 Month Target 2.1</p>	<p>Reading - 53%. Writing - 52%. Numeracy - 25%</p>			
<p>12 Month Target 2.2</p>	<p>Reading - 45%. Writing - 10%. Numeracy - 15%</p>			
<p>12 Month Target 2.3</p>	<p>Reading - 16%. Writing - 16%. Numeracy - 16%</p>			
<p>12 Month Target 2.4</p>	<p>Reading - 10%. Writing - 10%. Numeracy - 26%</p>			
<p>12 Month Target 2.5</p>	<p>Reading - 6%. Writing - 30%. Numeracy - 12%</p>			

12 Month Target 2.6	Reading - 12%. Writing- NA Numeracy - NA
12 Month Target 2.7	Reading - 40%. Writing - 22%. Numeracy - 10%
12 Month Target 2.8	Allstudy mean 28 100% completion rate
12 Month Target 2.9	Academic emphasis 55%
12 Month Target 2.10	Motivation and Interest Year 4 to 6 to 81% Year 7 to 9 to 51% Year 10 to 12 to 60%
12 Month Target 2.11	Stimulating Learning Factor Year 4 to 6 to 83% Year 7 to 9 to 60% Year 10 to 12 to 70%
KIS 1 Building practice excellence	Create a dynamic teaching and learning model, informed by feedback that challenges all students to be successful.
Actions	1. Develop and implement an effective teacher observational and feedback model, to support the consistent implementation of the school instructional model and literacy and numeracy pedagogical models. 2. Develop teacher capacity and understanding in analysis and use of student data to plan for effective differentiated teaching in literacy and numeracy
Outcomes	The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors). Leaders will: Use multiple sources of evidence to track peer observations/ pedagogical model implementations including barriers and enablers. Develop their own observational skills. Provide ongoing feedback and support to build collective efficacy of staff. Identify and target areas of professional development to build teacher capacity.

	<p>Teachers will: Utilise the Improvement Cycle to monitor progress of student learning Use the School instructional model in all classes with a particular emphasis on the use of Learning intentions, success criteria, effective feedback and academic vocabulary. Literacy and numeracy leaders will develop, use and review literacy and numeracy pedagogical models to plan and deliver lessons.</p> <p>Students will: Engage actively in tasks Understand the process required to complete tasks Can move with confidence from worked examples to independent practice Able to describe what they are learning and why. Students will demonstrate one year of learning growth.</p>			
Success Indicators	<p>Students and teachers will be able to describe how students learn to read, write and be numerate and how reading, writing and numeracy achievement is promoted in their classes i.e. What does the teaching of literacy and numeracy look like in all our classrooms. Student improvement in literacy and numeracy will be measured using data collected according to the school assessment schedule. Teachers will have an expectation that all students show at least 12 months learning gain each year. 'Faces will be put to the data'- teachers will be able to describe and track individual student progress and provide timely feedback on where to next to parents, students and others teachers. Use of literacy and numeracy data will be evident in teachers planning and will be discussed at PLC meetings and a focus of PLC goals.</p> <p>Leaders: Success indicators could include lesson plan and observational notes, notes from learning walks, results from students surveys, PDP mid and end of cycle reflections and discussions. Notes from leadership meetings reflecting on AIP implementation, including enablers and barriers.</p> <p>Teacher: Success indicators could include; Ability to explain age and subject appropriate literacy and numeracy pedagogical models, lesson plans, notes from peer to peer observations, progress and growth of equity funded students.</p> <p>Student: Success indicators could include: leader notes from conversations with students during learning walks. Student survey and numeracy and literacy data. Student work samples.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a structure and schedule for regular peer to peer observations.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Develop a structure and schedule for regular leadership learning walks incorporating student feedback on school instructional models and relevant literacy or numeracy pedagogical model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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 (MYLN, PLC leaders and principal class) meet regularly to review progress of AIP goals.	<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
Literacy and numeracy PLCs work towards developing and reviewing consistent implementation of school instructional model and literacy and numeracy pedagogical models. With a focus tracking individual student learning growth.	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$27,700.00 <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
Respond to professional learning needs of staff as they are identified.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
KIS 2 Evaluating impact on learning	Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.			

Actions	<p>1. Develop and implement an effective teacher observational and feedback model, to support the consistent implementation of the school instructional model and literacy and numeracy pedagogical models.</p> <p>2. Develop teacher capacity and understanding in analysis and use of student data to plan for effective differentiated teaching in literacy and numeracy</p>
Outcomes	<p>The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors).</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Use multiple sources of evidence to track peer observations/ pedagogical model implementations including barriers and enablers. Develop their own observational skills. Provide ongoing feedback and support to build collective efficacy of staff. Identify and target areas of professional development to build teacher capacity. <p>Teachers will:</p> <ul style="list-style-type: none"> Utilise the Improvement Cycle to monitor progress of student learning Use the School instructional model in all classes with a particular emphasis on the use of Learning intentions, success criteria, effective feedback and academic vocabulary. Literacy and numeracy leaders will develop, use and review literacy and numeracy pedagogical models to plan and deliver lessons. <p>Students will:</p> <ul style="list-style-type: none"> Engage actively in tasks Understand the process required to complete tasks Can move with confidence from worked examples to independent practice Able to describe what they are learning and why. Students will demonstrate one year of learning growth.
Success Indicators	<p>Students and teachers will be able to describe how students learn to read, write and be numerate and how reading, writing and numeracy achievement is promoted in their classes i.e. What does the teaching of literacy and numeracy look like in all our classrooms. Student improvement in literacy and numeracy will be measured using data collected according to the school assessment schedule. Teachers will have an expectation that all students show at least 12 months learning gain each year. 'Faces will be put to the data'- teachers will be able to describe and track individual student progress and provide timely feedback on where to next to parents, students and others teachers. Use of literacy and numeracy data will be evident in teachers planning and will be discussed at PLC meetings and a focus of PDP plans.</p> <p>Leaders: Success indicators could include lesson plan and observational notes, notes from learning walks, results from students surveys, PDP mid and end of cycle reflections and discussions. Notes from leadership meetings reflecting on AIP implementation, including enablers and barriers.</p> <p>Teacher: Success indicators could include; Ability to explain age and subject appropriate literacy and numeracy pedagogical models, lesson plans, notes from per to peer observations, PDP mid and end of cycle reflections and discussions. progress and growth of equity funded students.</p>

	Student: Success indicators could include: leader notes from conversations with students during learning walks. Student survey and numeracy and literacy data. Student work samples.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a structure and schedule for regular peer to peer observations.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Develop a structure and schedule for regular leadership learning walks incorporating student feedback on school instructional models and relevant literacy or numeracy pedagogical model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<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

<p>SIT (MYLN, PLC leaders and principal class) meet regularly to review progress of AIP goals.</p>	<p><input checked="" type="checkbox"/> School Improvement Team</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>Literacy and numeracy PLCs work towards developing and reviewing consistent implementation of school instructional model and literacy and numeracy pedagogical models. With a focus tracking individual student learning growth.</p>	<p><input checked="" type="checkbox"/> PLC Leaders</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>Goal 3</p>	<p>To empower all students to be active partners in their learning</p>			
<p>12 Month Target 3.1</p>	<p>Self regulation and goal setting factor Year 4 to 6 to 90% Year 7 to 9 to 55% Year 10 to 12 to 65%</p>			

12 Month Target 3.2	Student voice and agency factor Year 4 to 6 to 70% Year 7 to 9 to 50% Year 10 to 12 to 55%			
12 Month Target 3.3	Seeks Feedback to Improve Practice to 55%. Professional Learning through Peer Observation to 55%.			
KIS 1 Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.			
Actions	Improve student achievement, engagement and wellbeing data by developing and administering student survey that provides feedback to their teachers that links with HITs. Ensure that student opinion survey data is shared with students and their ideas sought on ways of improving selected measures.			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - Students will be more engaged which will be demonstrated by improvement in stimulating learning and teacher concern measures of the attitudes to school survey. - Students will be able to participate in provision of feedback to their teachers on the HITs. <p>Teachers:</p> <ul style="list-style-type: none"> - Teachers will be actively involved in the analysis of student feedback. - Focus of peer to peer observations will be individual teacher progress on the HITs continuum as outline in DET HITs document. - All teaching staff to have a common professional practice that connects with student surveys, self-reflection and peer to peer observations. <p>Leadership</p> <ul style="list-style-type: none"> - Will ensure that professional development is targeted to the areas identified when whole school student survey data is analysed. - Leadership team will meet with SLT once a month. 			
Success Indicators	Improved attitudes to school and attendance data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Students given opportunity to explore students opinion data and give their understanding of what the data is saying.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders</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>Student leadership trained in the administration of the survey and actually deliver the survey.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 2</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>Administer Pivot surveys mid-term 1 and beginning of term 4, to provide student voice on the operation of classrooms</p>	<p><input checked="" type="checkbox"/> Leadership Team</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>

				<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
Teachers use Pivot survey data to direct peer to peer observations.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(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
Goal 4	To build student connectedness to foster engagement and wellbeing.			
12 Month Target 4.1	Sense of Confidence factor of ATOS At Years 4 to 80%. At years 7 to 55%. At years 10 to 55%.			
12 Month Target 4.2	Sense of Connectedness factor of ATOS At Years 4 to 85%. At years 7 to 65%. At years 10 65%.			

12 Month Target 4.3	Teacher Concern factor of ATOS At Years 4 to 75%. At years 7 to 50%. At years 10 to 65%.
12 Month Target 4.4	Trust in Students and Parents to 75%. School Climate from 75%.
KIS 1 Setting expectations and promoting inclusion	Strengthen and foster a consistent student engagement/wellbeing model across the school.
Actions	<ol style="list-style-type: none"> 1. Embed the Hawkesdale P12 behavioral matrix into the the day to day operation of the school. 2. Develop and implement a positive feedback model to support the teaching of positive behaviors across the school. 3. Team of teachers and students to unpack attitudes to school survey results to provide clarity on what students are saying when completing it.
Outcomes	<p>The school expects to see the following Outcomes (Changes in knowledge, skills or behaviors).</p> <p>Leaders will: Follow student Engagement and Well-being policy and provide support for all staff to develop their understanding and knowledge of SWPBS. Liaise with families and provide support, where student attendance is not at expected level. Celebrate and communicate with the school community attendance and wellbeing achievements.</p> <p>All staff will: Work within school SWPBS framework, including following Student Engagement policy. This will be evident in Compass entries and curriculum documentation. Student attendance will be monitored and staff and staff will be responsive to strategies to maximise attendance and communication with families.</p> <p>Students will: Be able to demonstrate improved Attitude to School survey and attendance data. Be able to articulate school values.</p>
Success Indicators	<p>Success will be measured using the following indicators:</p> <p>Staff, student or parent surveys i.e. School Staff Survey, AtoSS, Pivot survey Teaching and learning programs, i.e. curriculum documented to show explicit teaching in relation to SWPBS goals of the school. Collaboration and communication i.e. PLC meeting minutes and records of communication with community. Compass data</p>

	Rewards structure. Attendance data including progress towards no unexplained absences.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish school wide positive behaviour PLC which clearly defined goals for the year. Essential beliefs or guiding principles about student behavior and discipline are in writing and are evident in all school documentation and promotional materials- including school handbook, displays around the school and the school website.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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
Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seat work, etc.) to identify success in their classrooms that align with schoolwide expectations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$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

<p>Staff use the positive feedback model to reinforce agreed classroom expectations and school behavior matrix.</p>	<p><input checked="" type="checkbox"/> All Staff</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>Administer Pivot surveys mid-term 1 and beginning of term 4, to provide student voice on the operation of classrooms</p>	<p><input checked="" type="checkbox"/> Leadership Team</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>Essential beliefs or guiding principles about student behavior and discipline are in writing and are evident in all school documentation and promotional materials- including school handbook, displays around the school and the school website.</p>	<p><input checked="" type="checkbox"/> Leadership Team</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>

				<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 Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance.			
Actions	Whole school focus on student attendance with clearly defined roles and clear communication pathways. The role of year level coordinators will be strengthened and staff will be briefed on the process of following up on absences. The aim being firstly to have zero unexplained absences and a more structured follow-up process. Community input into the cause of absences and ways of improving attendance rates will be explored. School leadership team will audit absence data to ensure that we are fully compliant with DET procedures in regards to student absence.			
Outcomes	<p>Students:</p> <ul style="list-style-type: none"> - Unexplained absences at each year level will be or approach zero. - Overall attendance rates will improve at all year levels. <p>Teachers:</p> <ul style="list-style-type: none"> - All staff will be aware of and follow school attendance procedures. - Staff will have a clear understanding of reasons behind student absence. <p>Leadership team:</p> <ul style="list-style-type: none"> - Will be aware of students who are experiencing larger than expected absence rates and ensure that the correct support has been provided to those students and their families. 			
Success Indicators	Student attendance data improves. Number of unexplained absences reduces.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Year level coordinator and or welfare team follow up on every unexplained absence.	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student wellbeing team will use the DET Mental health planning tool to identify key actions in relation student Mental Health and Wellbeing and school attendance.	<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 type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$173,275.00	\$0.00	\$173,275.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$21,827.69	\$0.00	\$21,827.69
Total	\$195,102.69	\$0.00	\$195,102.69

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Identify students requiring support from a small group tutoring program.	\$36,000.00
Organise Youth Mental health training for all staff	\$2,000.00
Literacy and numeracy PLCs work towards developing and reviewing consistent implementation of school instructional model and literacy and numeracy pedagogical models. With a focus tracking individual student learning growth.	\$27,700.00
Respond to professional learning needs of staff as they are identified.	\$2,000.00
Totals	\$67,700.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Identify students requiring support from a small group tutoring program.	from: Term 1 to: Term 1		
Organise Youth Mental health training for all staff	from: Term 1 to: Term 1		
Literacy and numeracy PLCs work towards developing and reviewing consistent implementation of school instructional model and literacy and numeracy pedagogical models. With a focus tracking individual student learning growth.	from: Term 1 to: Term 4		
Respond to professional learning needs of staff as they are identified.	from: Term 1 to: Term 4		
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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Hands On Learning staffing	\$22,275.00
Mental Health practitioner	\$21,827.69
Equity cash budget.	\$27,000.00
Additional tutoring	\$36,000.00
Additional PSD staffing	\$45,000.00
iCan program	\$7,000.00
Support for Triads and PLC teams	\$36,000.00
Totals	\$195,102.69

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hands On Learning staffing	from: Term 1 to: Term 4	\$22,275.00	<input checked="" type="checkbox"/> School-based staffing

Mental Health practitioner	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Support services
Equity cash budget.	from: Term 1 to: Term 4	\$27,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Assets
Additional tutoring	from: Term 1 to: Term 4	\$36,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional PSD staffing	from: Term 1 to: Term 4	\$45,000.00	<input checked="" type="checkbox"/> School-based staffing
iCan program	from: Term 1 to: Term 2	\$7,000.00	<input checked="" type="checkbox"/> Support services
Support for Triads and PLC teams	from: Term 1 to: Term 4	\$36,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals			

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Hands On Learning staffing	from: Term 1 to: Term 4		
Mental Health practitioner	from: Term 1 to: Term 4		
Equity cash budget.	from: Term 1 to: Term 4		
Additional tutoring	from: Term 1 to: Term 4		
Additional PSD staffing	from: Term 1 to: Term 4		
iCan program	from: Term 1 to: Term 2		
Support for Triads and PLC teams	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Hands On Learning staffing	from: Term 1 to: Term 4		
Mental Health practitioner	from: Term 1 to: Term 4	\$21,827.69	<input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals
Equity cash budget.	from: Term 1 to: Term 4		
Additional tutoring	from: Term 1 to: Term 4		
Additional PSD staffing	from: Term 1 to: Term 4		
iCan program	from: Term 1 to: Term 2		
Support for Triads and PLC teams	from: Term 1		

	to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Organise Youth Mental health training for all staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site