

2023 Annual Implementation Plan

for improving student outcomes

Hawkesdale P12 College (5434)



**HAWKESDALE
P12 COLLEGE**

Submitted for review by Colan Distel (School Principal) on 24 November, 2022 at 10:17 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 09 January, 2023 at 03:50 PM
Endorsed by Elise Dell (School Council President) on 06 April, 2023 at 01:39 PM

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	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. During 2023 MYLN and tutoring funding will continue to be used to help students who are performing below expectations to show appropriate learning growth. Our strategic plan acknowledges that student leadership roles need to be expanded in our school it was thought that students voice in learning, teaching and assessment was not universally evident and variable between teachers and classes.
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	<p>Analysis of the 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>During 2022 our SWPBS PLC has analysed student opinion survey data and run workshops with student focus groups to gain a better understanding of what students are saying completing the student opinion survey. The results of these focus groups were discussed with staff and students, while student leaders were used to introduce surveys to students when they completed the survey this year. A student voice team has been formed which is increasingly becoming involved across all operations of the school. Student voice will be priority area in 2023.</p> <p>Our literacy PLCs have analysed 2022 Naplan data and identified that Writing needs to be a focus in 2023 because students are not performing as well as we would like particularly at the secondary level.</p>
<p>Considerations for 2023</p>	<p>After the disruptions of the last two years due to Covid the priority goals set by the department need to continue to be the major focus in 2023. 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. Additional funds have been used to employ our mental health practitioner for an additional two days a week this along with access to Headspace resources will be used to better meet the needs of our student's mental health. Th experience of our mental health practitioner and Headspace will be used to develop better tailored support for our students. A crucial part of this will be building of relationships with support agencies to provide appropriate sharing of information to ensure that support provided to students is as effective as possible.</p> <p>2022 was the first year of our new strategic plan and a decision was made to include all goals of that plan as well as the departments priorities in our 2022 AIP. On reflection this was a mistake as it did not allow us to focus as deeply as we would have liked on any goals. In 2023 we will focus on the priority goals and how they fit our setting as well as the welfare related goals from our strategic plan.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>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.</p>
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	To maximise student learning growth in all areas of the curriculum.
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%. • 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%.

	<ul style="list-style-type: none"> • 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	<p>Create a dynamic teaching and learning model, informed by feedback that challenges all students to be successful.</p>
Key Improvement Strategy 2.b Evaluating impact on learning	<p>Build teacher capability to utilise evidence to plan, teach and evaluate a differentiated and stimulating curriculum.</p>
Key Improvement Strategy 2.c Instructional and shared leadership	<p>Build the instructional and shared leadership capacity of all staff.</p>
Goal 3	<p>To empower all students to be active partners in their learning</p>

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	Strengthen and foster a consistent student engagement/wellbeing model across the school.
Key Improvement Strategy 4.b Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 to 9 Numeracy Top two Naplan bands above 30% Year 3 to 9 Reading Top two bands Naplan above 30% Year 3 to 9 Writing Top two bands Naplan above 30% 100% of students involved in tutoring and MYLN programs achieving greater than one years expected growth. Sense of Confidence factor of ATOSAt Years 4 to 80%. At years 7 to 70%. At years 10 to 65%. Sense of Connectedness factor of ATOSAt Years 4 to 95%. At years 7 to 90%. At years 10 70%. Teacher Concern factor of ATOSAt Years 4 to 90%. At years 7 to 70%. At years 10 to 60%.</p>
To maximise student learning growth in all areas of the curriculum.	No	<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>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>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>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>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. 	
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		<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. 	
		<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. 	
		<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>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%. 	
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%. 	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>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 70%. At years 10 to 65%.</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 90%. At years 7 to 80%. At years 10 to 70%.</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 90%. At years 7 to 70%. At years 10 to 60%.</p>
		<p>By 2025, on the annual School Staff Survey increase the percentages of positive responses for:-</p>	<p>Trust in Students and Parents to 80%. School Climate from 80%.</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%. 	
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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	<p>Year 3 to 9 Numeracy Top two Naplan bands above 30%</p> <p>Year 3 to 9 Reading Top two bands Naplan above 30%</p> <p>Year 3 to 9 Writing Top two bands Naplan above 30%</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 70%. At years 10 to 65%.</p> <p>Sense of Connectedness factor of ATOS At Years 4 to 95%. At years 7 to 90%. At years 10 70%.</p> <p>Teacher Concern factor of ATOS At Years 4 to 90%. At years 7 to 70%. At years 10 to 60%.</p>	
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 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 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.	Yes
KIS 3.b	Establish authentic learning partnerships that are responsive to student feedback.	No

Intellectual engagement and self-awareness		
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 70%. At years 10 to 65%.	
12 Month Target 4.2	Sense of Connectedness factor of ATOS At Years 4 to 90%. At years 7 to 80%. At years 10 70%.	
12 Month Target 4.3	Teacher Concern factor of ATOS At Years 4 to 90%. At years 7 to 70%. At years 10 to 60%.	
12 Month Target 4.4	Trust in Students and Parents to 80%. School Climate from 80%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a	Strengthen and foster a consistent student engagement/wellbeing model across the school.	No

Setting expectations and promoting inclusion		
KIS 4.b 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 three 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	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	Year 3 to 9 Numeracy Top two Naplan bands above 30% Year 3 to 9 Reading Top two bands Naplan above 30% Year 3 to 9 Writing Top two bands Naplan above 30% 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 70%. At years 10 to 65%. Sense of Connectedness factor of ATOS At Years 4 to 95%. At years 7 to 90%. At years 10 70%. Teacher Concern factor of ATOS At Years 4 to 90%. At years 7 to 70%. At years 10 to 60%.
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	Numeracy <ul style="list-style-type: none"> • Build staff capacity in assessment and differentiation in Numeracy to identify and meet student's individual learning needs. • Improve community perceptions and attitudes towards numeracy through positive role modelling and communications. Writing <ul style="list-style-type: none"> • Leaders will build the capacity of all staff to understand the importance of using data to plan effectively and teach writing in all subject areas, with a clear understanding of what makes good writing.

<p>Outcomes</p>	<p>Numeracy</p> <ul style="list-style-type: none"> - Students in need of targeted numeracy academic support or intervention will be identified and supported. - Teachers will provide targeted academic support to students through numeracy goals in IEPS - Teachers will implement differentiated learning based on student assessment data and identified in individual education plans - Leaders will support teaching staff to build differentiation practices through clear processes and professional learning. - Teachers will implement differentiated teaching and learning tasks, based on data from assessment, to target student learning needs. - Students will understand and use vocabulary specific to mathematics. - Teachers will create a database of challenging tasks to promote a growth mindset in students. <p>Writing</p> <ul style="list-style-type: none"> - Teachers will have increased confidence to analyse writing data to differentiate teaching and learning to meet literacy needs. - Teachers will improve their skills and knowledge to support students with consistent writing strategies and vocabulary building in their subject area. - Teachers will develop and understand a progression of writing skills appropriate to their stage so they can recognise elements of good writing. - Teachers will develop a toolkit of writing strategies to support students to take their writing to the next level. - Students will have a toolkit of writing strategies they can use across curriculum areas. - Students will recognise what is good writing and how to take their writing to the next level. - Students will have writing tasks and supports adapted to their learning needs across all subjects. - Students will have improved knowledge of subject specific vocabulary.
<p>Success Indicators</p>	<p>Numeracy</p> <ul style="list-style-type: none"> -Curriculum documentation will show planning for differentiation in Numeracy -Students IEPS will describe their adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. -Teacher judgements with show increased growth in Numeracy -The percentage of students in the top 2 bands in NAPLAN and PAT assessments will increase - Students will demonstrate increased persistence and resilience in problem solving tasks - Students will indicate improved attitude towards challenging tasks, as evidenced by surveys/exit notes - Curriculum documentation includes a data base of problem solving or “zone of confusion’ tasks. - Assessment data is accessed regularly at PLC meetings - Individual Education Plans are working documents, updated regularly and indicate progress towards student goals. <p>Writing</p> <ul style="list-style-type: none"> -Diagnostic, formative and summative writing data including:

	<ul style="list-style-type: none"> -Cold Writes -Exit slips -End of unit assessment tasks -eWrites -NAPLAN data -Pre unit and post unit assessment results will be documented and analysed to inform future planning. -Student IEPs will describe adjustments to meet their needs and implementation, monitoring and evaluation will be observed and discussed. -Clear curriculum documentation will show plans for differentiation in writing. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
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 4	\$66,358.00 <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 and Triad teams and ensure that all teams have clearly defined goals that directly link to AIP goals. Ensure all teams have identified students receiving equity funding.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$69,000.00 <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 additional literacy and numeracy support in prep to 2 class with priority provided to equity funded students.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$56,000.00 <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
Equity cash budget to support learning and wellbeing of equity funded students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
<p>We will develop a professional development action plan that identifies learning needs for staff to identify and meet students' individual numeracy and writing learning needs.</p> <ul style="list-style-type: none"> - Staff will participate in professional development and focused peer observation - Utilise observation technology provided by the school and reflect and observe staff practice to collect data. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <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>We will map/analyse scope and sequence documents for the teaching of numeracy and writing ensuring that what is taught at each level is a logical progression of learning and revising unit plans as needed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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>We will put the spotlight on 7-10 writing data in fortnightly PLC meetings to identify the students who need to be supported,</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1</p>	<p>\$0.00</p>

enabled and extended in their writing across subject areas.			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
Weekly triad meetings with a focus on the teaching of writing.	<input checked="" type="checkbox"/> Literacy Leader	<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 assessment schedule to ensure appropriate data is available for collaborative analysis.	<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
Secondary Numeracy PLC will have a focus on the teaching of numeracy and will develop an action plan for this work.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement the six principles of nurture across the school with an initial focus on year 9			
Outcomes	<ul style="list-style-type: none"> - Improved ability to focus on learning in year 9 cohort. - Students will feel emotionally safe in the classroom. - students will demonstrate their ability to communicate their needs and feelings. - Teachers can provide a nurturing culture within their classroom. 			
Success Indicators	<ul style="list-style-type: none"> - Nurture room records. - Reduction in negative chronical entries on Compass. - Classroom observations. 			

	<ul style="list-style-type: none"> - Students, staff and parent perception survey results. - Digital data profile supplied by nurture program. - Learning growth of nurture room cohort. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Additional ES staffing support with a focus on equity students.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00 <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
Nurture team running regular Professional development with the staff.	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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 weekly planning time for nurture team.	<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
Provision of 2 ES staff to work in nurture space for 3 double sessions a week.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <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
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%.			
KIS 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to maximize student voice and learner agency.			
Actions	<ul style="list-style-type: none"> - Implement new student leadership structure that has been developed by Student Voice group. - Resource the Student Voice group. - Ensure that student opinion survey data is shared with students and their ideas sought on ways of improving selected measures. 			
Outcomes	<ul style="list-style-type: none"> - Students will be more engaged both in and out of class. - Parents report more positive comments from students regarding school. 			
Success Indicators	- Students will be more engaged which will be demonstrated by improvement in Student voice and agency factors in the attitudes to school survey.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Allocate a teacher to support student voice meetings, reports to school council and associated school activities.	<input checked="" type="checkbox"/> Leadership Team	<input 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
Support at least one Student Voice organised activity a term.	<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
Ensure Student Voice leadership structure is in place and that leaders are utilised in meaningful ways. e.g. running assemblies.	<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
Explore student opinion survey data with students. Student voice group develop an action plan to respond to the priorities.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<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 70%. At years 10 to 65%.			
12 Month Target 4.2	Sense of Connectedness factor of ATOS At Years 4 to 90%. At years 7 to 80%. At years 10 70%.			
12 Month Target 4.3	Teacher Concern factor of ATOS At Years 4 to 90%. At years 7 to 70%. At years 10 to 60%.			
12 Month Target 4.4	Trust in Students and Parents to 80%. School Climate from 80%.			
KIS 4.b Building communities	Build and nurture the partnership between school, student, family and community to maximize student attendance.			

Actions	<ul style="list-style-type: none"> - Whole school focus on student attendance - Community connections school council committee to lead the promotion of the school positively in the community. 			
Outcomes	<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. - Staff will be aware of students who absence and provide support to those students and their families. - Increased school enrolment from feeder schools/ kinder - Increased attendance at school events. 			
Success Indicators	<ul style="list-style-type: none"> - Student attendance data improves. - Number of unexplained absences reduces. - Increased enrolment - Increased views and comments on school social media accounts. - Parent, student and staff opinion survey data. 			
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"/> Year Level Co-ordinator(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

<p>Community connections group meets once a month and reports back to school council on ideas to explore ways to better engage with the broader community.</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>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.</p>	<p><input checked="" type="checkbox"/> Wellbeing 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>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$185,556.90	\$185,000.00	\$556.90
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$31,000.00	-\$352.62
Total	\$216,204.28	\$216,000.00	\$204.28

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Review and establish all PLC and Triad teams and ensure that all teams have clearly defined goals that directly link to AIP goals. Ensure all teams have identified students receiving equity funding.	\$69,000.00
Provide additional literacy and numeracy support in prep to 2 class with priority provided to equity funded students.	\$56,000.00
Equity cash budget to support learning and wellbeing of equity funded students	\$10,000.00
Additional ES staffing support with a focus on equity students.	\$24,000.00
Nurture team running regular Professional development with the staff.	\$1,000.00
Provision of 2 ES staff to work in nurture space for 3 double sessions a week.	\$15,000.00
Allocate a teacher to support student voice meetings, reports to school council and associated school activities.	\$2,000.00

Totals	\$177,000.00
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Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Review and establish all PLC and Triad teams and ensure that all teams have clearly defined goals that directly link to AIP goals. Ensure all teams have identified students receiving equity funding.	from: Term 1 to: Term 4	\$69,000.00	<input checked="" type="checkbox"/> School-based staffing
Provide additional literacy and numeracy support in prep to 2 class with priority provided to equity funded students.	from: Term 1 to: Term 4	\$56,000.00	<input checked="" type="checkbox"/> School-based staffing
Equity cash budget to support learning and wellbeing of equity funded students	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets
Additional ES staffing support with a focus on equity students.	from: Term 1 to: Term 4	\$24,000.00	<input checked="" type="checkbox"/> School-based staffing
Nurture team running regular Professional development with the staff.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provision of 2 ES staff to work in nurture space for 3 double sessions a week.	from: Term 1	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing

	to: Term 4		
Allocate a teacher to support student voice meetings, reports to school council and associated school activities.	from: Term 1 to: Term 1	\$2,000.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$177,000.00	

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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Additional Mental Health practitioner time	\$31,000.00
icAN	\$8,000.00

Totals	\$39,000.00
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Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional Mental Health practitioner time	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> School-based staffing
icAN	from: Term 1 to: Term 1	\$0.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$8,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional Mental Health practitioner time	from: Term 1 to: Term 4		
icAN	from: Term 1 to: Term 1		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Additional Mental Health practitioner time	from: Term 1 to: Term 4	\$23,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) Mental health practitioner
icAN	from: Term 1 to: Term 1	\$8,000.00	<input checked="" type="checkbox"/> The I CAN School® Mentoring Program (I CAN Network Ltd) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Program delivered in school by external service provider
Totals		\$31,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>We will develop a professional development action plan that identifies learning needs for staff to identify and meet students' individual numeracy and writing learning needs.</p> <ul style="list-style-type: none"> - Staff will participate in professional development and focused peer observation - Utilise observation technology provided by the school and reflect and observe staff practice to collect data. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Nurture team running regular Professional development with the staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants Nurture room 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site