2023 Annual Implementation Plan

for improving student outcomes

Charles La Trobe P-12 College (8890)

Submitted for review by Andrew Robertson (School Principal) on 01 March, 2023 at 02:09 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

Enter your reflective comments	Generally positive progress through the Science of Language and Reading program. Newly formed curriculum and instructional team (for 2022) has worked well together. Not all secondary see relevance of SOLAR - and this challenge will need to be addressed as we move from reading towards writing; and our work around Writing Across the Curriculum in 2023. Wellbeing focus continues but data around school safety and connectedness is falling over last three years, with Advocate at School measures falling in all year groups measured by ATToS:

	Year 4 to 6: 79% positive in 2020 to 80% positive in 2022 (only positive growth measure) Year 7 to 9: 66% positive in 2020 to 54% positive in 2022 Year 10 to 12: 66% positive in 2020 to 54% positive in 2022 Teacher concern also dropped for all year groups: Year 4 to 6: 67% positive in 2020 to 60% positive in 2022 Year 7 to 9: 49% positive in 2020 to 34% positive in 2022 Year 10 to 12: 53% positive in 2020 to 51% positive in 2022 As did School Connectedness: Year 4 to 6: 79% positive in 2020 to 63% positive in 2022 Year 7 to 9: 53% positive in 2020 to 43% positive in 2022 Year 10 to 12: 67% positive in 2020 to 58% positive in 2022 At the same time a number of school climate dimensions have fallen for staff, which includes teacher collaboration, collective efficacy, collective responsibility and many others.
Considerations for 2023	Writing Across the Curriculum, using The Wrtiing Revolution and a central resource. Attendance, and numeracy.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student engagement.
Target 2.1	**1.1 Attitudes to School Survey (AToSS)** By 2023: · Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 81% in 2023. · Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 63% in 2023. · Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2023 · Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 73% in 2023. · Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 47% in 2023. Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 60% in 2023.

Target 2.2	**1.2. School Staff Survey (SSS)** By 2023 · The positive endorsement for School climate will increase from 57% in 2019 to 75 % in 2023. · Whole school positive endorsement for Collective efficacy will increase from 48.2 % in 2019 to 75% in 2023. Whole school positive endorsement for Academic emphasis will increase from 43.8 % in 2019 to 70% in 2023.
Target 2.3	**1.3. Parent Opinion Survey (POS)** By 2023: · Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2023. Parent participation and involvement will maintain at 80% in 2019 to 80% in 2023
Target 2.4	**1.4 School Retention** By 2023 improve School Retention from years 7-12 from 42.3% in 2019 to 50% in 2023.
Key Improvement Strategy 2.a Empowering students and building school pride	Build and develop a sense of pride and connectedness to the college its vision and its values

Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build a college-wide pathways program which ensures students have a successful transition into, through and beyond the college.
Key Improvement Strategy 2.c Empowering students and building school pride	Activate student voice, agency and student leadership in their own learning
Goal 3	Improve student wellbeing.
Target 3.1	**2.1. Attitudes to School Survey (AToSS)** By 2023: · Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 82% in 2023. · Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 57% in 2023. · Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 59% in 2023 · Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 83% in 2023. · Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 56% in 2023. Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 54% in 2023.
Target 3.2	**2.2. Student Attendance** By 2023 individual campus student attendance on each campus will increase by 10% from the 2019 attendance rates

	30+ days of student absences will reduce from 41% on the seocndayr campus in 2018 to 20% in 2023. 30+ days of student absences will reduce from 24% on the primary campuses in 2018 to 12% in 2023.
Target 3.3	**2.3. Parent Opinion Survey (POS)** By 2023: • Positive endorsement for School pride and confidence will increase from 73% in 2019 to 82% in 2023 • Positive endorsement for Student connectedness will increase from 88% in 2019 to 90% in 2023 Positive endorsement for Stimulated learning environment will increase from 74% in 2019 to 82% in 2023
Target 3.4	**2.4. School-based data** • Reduce secondary school suspensions by 50% from 127 suspensions per year to 63 suspensions per year. • Reduce primary school suspensions by 50% from 33 suspensions per year to 16 suspensions per year.
Key Improvement Strategy 3.a Health and wellbeing	Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Implement a Team Around the Learner approach to support the learning of all students across the college

Goal 4	Improve student learning outcomes
Target 4.1	**NAPLAN Reading** By 2023: • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 15% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.
Target 4.2	**NAPLAN Numeracy** By 2023: • The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN numeracy will decrease from 13.5% in 2018 to 10% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN numeracy will decrease from 41.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.

Target 4.3	**VCE** By 2023: • The VCE English Score will increase from 22.1 in 2019 to 24 in 2023. • The VCE All Study Score will increase from 24.4 in 2019 to 26 in 2023.
Target 4.4	**School Staff Survey** By 2023: • Whole school positive endorsement for Teacher Collaboration will increase from 49.7% in 2019 to 65% in 2023. • Whole school positive endorsement for Understand How to Analyse Data will increase from 47.9% in 2019 to 75% in 2023.
Target 4.5	**Attitudes to School Survey AToSS** By 2023: • Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 85% in 2023. • Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 70% in 2023. Positive endorsement for Effort in years 10-12 will increase from 70 % in 2019 to 71% in 2023.
Key Improvement Strategy 4.a Building practice excellence	Consistently implement the teaching and learning charter college–wide to build a culture of continued student improvement
Key Improvement Strategy 4.b	Develop, implement and embed a scope and sequence of literacy skills across all levels and domains

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 4.c Evaluating impact on learning	Build teacher capacity to utilise data to teach at students' point of need.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	ATT: By 2023 individual campus Pavilion student attendance on each campus will increase by 10% from the 2019 attendance ratesATT: 30+ days of la trobe secondary student absences will reduce to 20% in 2023.ATT: 30+ days of la trobe primary student absences will reduce to 12% in 2023.ATT: 30+ days of Olympic Village primary student absences will reduce to 12% in 2023.NUMERACY: PAV

Improve student engagement.	No	**1.1 Attitudes to School Survey (AToSS)**	
		By 2023:	
		· Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 81% in 2023.	
		· Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 63% in 2023.	
		· Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2023	
		· Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 73% in 2023.	
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		1.2. School Staff Survey (SSS)	
		By 2023	
		· The positive endorsement for School climate will increase from 57% in 2019 to 75 % in 2023.	
		· Whole school positive endorsement for Collective efficacy will increase from 48.2 % in 2019 to 75% in 2023.	
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		1.3. Parent Opinion Survey (POS)	
		By 2023:	
		· Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2023.	
		Parent participation and involvement will maintain at 80% in 2019 to 80% in 2023	

		1.4 School Retention By 2023 improve School Retention from years 7-12 from 42.3% in 2019 to 50% in 2023.	
Improve student wellbeing.	No	**2.1. Attitudes to School Survey (AToSS)** By 2023: · Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 82% in 2023. · Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 57% in 2023. · Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 59% in 2023 · Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 83% in 2023. · Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 56% in 2023. Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 54% in 2023.	
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Improve student learning outcomes	Yes		**NAPLAN Reading** By 2023: • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 15% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.	WRITING:Percentage of students at or above benchmark growth from Y3 to Y5 2021 to 2023 to be =>75% (2021 = 68%)Percentage of students at or above benchmark growth from Y5 to Y7 2021 to 2023 to be =>75% (2021 = 78.8%)Percentage of students at or above benchmark growth from Y7 to Y9 2021 to 2023 to be =>75% (2021 = 65.8%)
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ATT: 30+ days of Olympic Village primary student absences will reduce to 12% in 2023.

NUMERACY: PAV |

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 4	**Improve student learning outcomes**
12 Month Target 4.1	WRITING:
Percentage of students at or above benchmark growth from Y3 to Y5 2021 to 2023 to be =>75% (2021 = 68%)

Percentage of students at or above benchmark growth from Y5 to Y7 2021 to 2023 to be =>75% (2021 = 78.8%)

Percentage of students at or above benchmark growth from Y7 to Y9 2021 to 2023 to be =>75% (2021 = 65.8%) |
| **12 Month Target 4.2** | ... |

12 Month Target 4.3	The VCE All Study Score will increase to 26 in 2023.	
12 Month Target 4.4	...	
12 Month Target 4.5	...	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Building practice excellence	Consistently implement the teaching and learning charter college–wide to build a culture of continued student improvement	No
KIS 4.b Evidence-based high-impact teaching strategies	Develop, implement and embed a scope and sequence of literacy skills across all levels and domains	Yes
KIS 4.c Evaluating impact on learning	Build teacher capacity to utilise data to teach at students' point of need.	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.	...	

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	ATT: By 2023 individual campus Pavilion student attendance on each campus will increase by 10% from the 2019 attendance rates ATT: 30+ days of la trobe secondary student absences will reduce to 20% in 2023. ATT: 30+ days of la trobe primary student absences will reduce to 12% in 2023. ATT: 30+ days of Olympic Village primary student absences will reduce to 12% in 2023. NUMERACY: PAV
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	PAV – Build the capacity of teachers to plan for, teach and intervene for, differentiate, assess and evaluate a consistent and effective numeracy curriculum LT / OV - Design, develop and implement four or five key resourcing, practice and documentation numeracy initiatives
Outcomes	PAV Students will: • Improve fluency in basic operations and place value, as measured by: Term 1 Diagnostic Assessment, Term 1 Summative Assessment, and other assessments determined by Learning Specialist and Instructional Leader • Engage with numeracy and maths at a higher level than in previous years, using mental math strategies, calculators and software • Participate in targeted intervention programs • Demonstrate improvement in maths and numeracy through valid diagnostic and standardized assessments • Learn and apply mathematical vocabulary to a range of mathematical processes • Participate in mathematical problem-solving that incorporates hands on learning, practical and real-world experiences • Enroll students who require and will benefit from extension in VCE subjects

PAV Teachers will:
- Develop confidence and capacity in teaching maths and numeracy as measured by a qualitative survey
- Observe peers applying effective, evidence-based differentiated teaching approaches in class
- Develop an ability to extend students and cater for those operating below expected level
- Make a broad contribution to numeracy and mathematics curriculum planning, using evidence-based instruction to combine conceptual and procedural knowledge
- Create hands on practical and real-world / authentic maths and numeracy tasks
- Participate in, and reflect on Professional Learning relating to building maths fluency, approaches to intervention, and combining conceptual and procedural knowledge

PAV Leaders will:
- Create PLC teams to support the strategy
- Oversee diagnostic assessment and support trial of standardized assessments
- Source and provide opportunities for professional learning
- Resource time-release for key personnel

Success Indicators	Improved student outcomes in numeracy and mathematics as evidenced in diagnostic and standardised assessments Improved analysis and application of data by teachers to support a range of levels within the class

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PAV – design a numeracy curriculum action plan	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$12,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

					will be used which may include DET funded or free items
PAV – Research numeracy professional learning programs	☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 1		$8,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV -decide on PL program - for example $475 for 3 day course (online self-paced delivery) - establish intervention programs eg (Quicksmart or Maths-U-See)	☑ School Improvement Team ☑ School Leadership Team	☑ PLP Priority	from: Term 2 to: Term 2		$12,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV -schedule PL program	☑ School Leadership Team	☑ PLP Priority	from: Term 2		$0.00

-survey teachers on capacity and confidence in teaching numeracy from intervention through to extension			to: Term 2	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV – deliver PL program	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$23,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV – review current numeracy curriculum	☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 3 to: Term 4	$2,300.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV – introduce professional collegial sharing sessions during PLCs to moderate work samples, analyse and evaluate data	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV – evaluate PL program in PLCs	☑ School Improvement Team	☐ PLP Priority	from: Term 4 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

PAV - Identify appropriate numeracy assessment(s)	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Trial identified assessment	☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 2	$1,500.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT / OV - re-develop the numeracy lesson	☑ Leading Teacher(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$300.00 ☐ Equity funding will be used

| | | | | | ☐ Disability Inclusion Tier 2 Funding will be used |
| | | | | | ☐ Schools Mental Health Menu items will be used which may include DET funded or free items |

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	PAV - Design, develop, implement and evaluate specific engagement program(s) targeting students who have significant absences. LAT/OV - Design, develop, implement and evaluate a consistent school-wide approach to improving attendance that is student-centred, culturally aware and connected to families and community.
Outcomes	Students will: - attend more regularly - improve their attendance - come to school on time - feel more comfortable about coming to school - feel more connected to school Teachers will - make the roll accurately - mark the roll on time - demonstrate unconditional positive regard - welcome students and acknowledge - give positive feedback and acknowledge to students who are at school and improving Leaders will: - resource some acknowledge and reward - monitor attendance data - acknowledge students with exemplary and improving attendance - use data to support the acknowledging of attendance

PAV
Students will:
- develop secure relationships with key Pavilion staff
- feel more connected and safe at school
- attend school more regularly to participate in re-engagement programs
- participate in learning more directed to their needs
- report a sense of agency over their learning
- transition from engagement program to a VCE VM and VPC class.

PAV - Teachers and ES staff will:
- be collecting and analysing data consistently
- have an understanding of why students are not attending school
- have an understanding of cultural safety and culturally responsive practice
- have new ways of working with and engaging students with significant absences
- be connected with families and communities outside of the school

Success Indicators	Improving rates of students with high attendance Individual growth in student attendance More phone calls and messages from parents to explain absences			
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
PAV - assess attendance data and develop attendance tracker and dashboard	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Campus Coordinators and wellbeing team meet each fortnight, look at data, develop attendance and engagement strategies and share with rest of team.	☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - evaluate classroom attendance activities to ascertain impact	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

PAV/LT/OV - undertake cultural awareness training	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 3	$6,650.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - undertake visits to key community partners	☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - survey students and families about their attendance/absence	☑ Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 2 to: Term 2	$500.00 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - consult with students and families about absence	☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 2	$300.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
OV - use the newsletter to post information about attendance	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

					may include DET funded or free items
OV - post campus attendance data in our newsletter	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
OV - reward high attendance and high attendance growth	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
OV - undertake cultural awareness training	☑ Education Support	☑ PLP Priority	from: Term 2	$3,500.00	

				to: Term 2	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
OV - consult & meet with families about student absence	☑ Principal ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
OV - operate professional / allied health appointments here at school for students	☑ Education Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4		$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items
OV - Call home regarding absences	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$13,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - induct WBE team on 16 Practices	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

LT - analyse attendance data fortnightly at individual student level	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$395.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - follow up with students with low attendance or unexplained absences	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - make referrals to navigator for school refusers	☑ Assistant Principal ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - make referrals to external agencies for students at risk	☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - teachers contact home each for students who have missed three days	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
LT - record home communications on compass	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - post positive behaviour compass posts each week for students in classes	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - recognise high attending students during fortnightly assemblies	☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - establishment of 2 Friendship Groups at lunchtime each week, each semester	☑ Assistant Principal	☐ PLP Priority	from: Term 3 to: Term 4	$100.00
				☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
LT - create Kitchen Garden Leaders (targeting at risk students)	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 3 to: Term 4	$0.00
				☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - establish culturally safe space for Koori students, families and communities	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Improve student learning outcomes
12 Month Target 4.1	WRITING: Percentage of students at or above benchmark growth from Y3 to Y5 2021 to 2023 to be =>75% (2021 = 68%) Percentage of students at or above benchmark growth from Y5 to Y7 2021 to 2023 to be =>75% (2021 = 78.8%) Percentage of students at or above benchmark growth from Y7 to Y9 2021 to 2023 to be =>75% (2021 = 65.8%)
12 Month Target 4.2	...
12 Month Target 4.3	The VCE All Study Score will increase to 26 in 2023.
12 Month Target 4.4	...

12 Month Target 4.5	...			
KIS 4.b Evidence-based high-impact teaching strategies	Develop, implement and embed a scope and sequence of literacy skills across all levels and domains			
Actions	LT / OV - using The Writing Revolution and Explicit Direct Instruction as a foundation, design, develop, implement and evaluate a school-wide approach to teaching and learning Writing, including the development and delivery of a high-quality professional learning program.			
Outcomes	Teachers will: - include writing curriculum outcomes for the subjects - develop in confidence in their teaching of key writing strategies - examine current curriculum units and incorporate elements of writing / TWR for future units. - actively and strategically use the TWR strategies to improve the literacy access and outcomes of their curriculum - will develop an informed awareness of writing within their curriculum area and plan for it. - explicitly teach students to improve sentence level writing across all subject areas by embedding techniques and strategies from the TWR content - utilise TWR strategies in teaching their subjects.			
Success Indicators	Presence of TWR writing strategies in teacher planning and classroom practice Student self-evaluation of writing confidence Improvements in TJ, NAPLAN and Andrell Cold Write data			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
schedule meeting time for the instructional leaders	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
plan the professional learning program for TWR	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$8,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
schedule PL workshops and sessions for 2023	☑ Assistant Principal ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

run a workshop to build the capacity of PLC leaders...	☑ Curriculum Co-ordinator (s) ☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 2	$300.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
complete / draft the first series of pacing guides	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
check everyone has a copy of TWR	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ Equity funding will be used

					□ Disability Inclusion Tier 2 Funding will be used
					□ Schools Mental Health Menu items will be used which may include DET funded or free items
Allocate one of PPD days	☑ Assistant Principal	□ PLP Priority	from: Term 1 to: Term 1	$0.00	□ Equity funding will be used
					□ Disability Inclusion Tier 2 Funding will be used
					□ Schools Mental Health Menu items will be used which may include DET funded or free items
Create a resource bank of TWR / Writing Activities	☑ School Improvement Team	□ PLP Priority	from: Term 2 to: Term 2	$7,000.00	☑ Equity funding will be used
					□ Disability Inclusion Tier 2 Funding will be used
					□ Schools Mental Health Menu items will be used which

			may include DET funded or free items
Instructional Leaders to enrol in TWR Online Training	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$1,264,914.63	$43,250.00	$1,221,664.63
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$78,560.14	$0.00	$78,560.14
Total	**$1,343,474.77**	**$43,250.00**	**$1,300,224.77**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
PAV/LT/OV - undertake cultural awareness training	$6,650.00
PAV - survey students and families about their attendance/absence	$500.00
PAV - consult with students and families about absence	$300.00
OV - reward high attendance and high attendance growth	$2,000.00
OV - undertake cultural awareness training	$3,500.00
OV - Call home regarding absences	$13,000.00
PAV - establish culturally safe space for Koori students, families and communities	$3,000.00
plan the professional learning program for TWR	$8,000.00

schedule PL workshops and sessions for 2023	$2,000.00
run a workshop to build the capacity of PLC leaders...	$300.00
Create a resource bank of TWR / Writing Activities	$7,000.00
Totals	$46,250.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
PAV/LT/OV - undertake cultural awareness training	from: Term 1 to: Term 3	$6,650.00	☑ Professional development (excluding CRT costs and new FTE)
PAV - survey students and families about their attendance/absence	from: Term 2 to: Term 2	$500.00	☑ School-based staffing
PAV - consult with students and families about absence	from: Term 2 to: Term 2	$300.00	☑ School-based staffing
OV - reward high attendance and high attendance growth	from: Term 1 to: Term 4	$2,000.00	☑ Other Rewards
OV - undertake cultural awareness training	from: Term 2	$3,500.00	☑ Professional development (excluding CRT costs and new FTE)

	to: Term 2		
OV - Call home regarding absences	from: Term 1 to: Term 4	$13,000.00	☑ School-based staffing
PAV - establish culturally safe space for Koori students, families and communities	from: Term 1 to: Term 4		
plan the professional learning program for TWR	from: Term 1 to: Term 1	$8,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services ☑ Assets
schedule PL workshops and sessions for 2023	from: Term 1 to: Term 2	$2,000.00	☑ School-based staffing
run a workshop to build the capacity of PLC leaders...	from: Term 2 to: Term 2	$300.00	☑ School-based staffing
Create a resource bank of TWR / Writing Activities	from: Term 2 to: Term 2	$7,000.00	☑ Assets
Totals		**$43,250.00**	

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
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PAV – Research numeracy professional learning programs	☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 1	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Maths/Sci Specialist ☑ Numeracy leader	☑ On-site
PAV -decide on PL program - for example $475 for 3 day course (online self-paced delivery) - establish intervention programs eg (Quicksmart or Maths-U-See)	☑ School Improvement Team ☑ School Leadership Team	from: Term 2 to: Term 2	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ Internal staff ☑ Numeracy leader	☑ On-site
PAV -schedule PL program -survey teachers on capacity and confidence in teaching numeracy from intervention through to extension	☑ School Leadership Team	from: Term 2 to: Term 2	☑ Planning	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
PAV – deliver PL program	☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Numeracy leader	☑ On-site

					☑ Timetabled Planning Day		
PAV - undertake visits to key community partners	☑ Principal	from: Term 2 to: Term 3	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ Off-site ...
OV - undertake cultural awareness training	☑ Education Support	from: Term 2 to: Term 2	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources ...	☑ On-site
plan the professional learning program for TWR	☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ Literacy Leaders	☑ Off-site TWR
schedule PL workshops and sessions for 2023	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants LTU	☑ On-site
Instructional Leaders to enrol in TWR Online Training	☑ School Improvement Team	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants	☑ On-site

		to: Term 1			TWR	