

Annual Implementation Plan - 2023

Define Actions, Outcomes and Activities

Carranballac P-9 College (5486)



Submitted for review by Justine Ryan (School Principal) on 28 February, 2023 at 10:20 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 28 February, 2023 at 05:06 PM
Awaiting endorsement by School Council President

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	NUMERACY NAPLAN TARGETS - Refer to next section
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	Build the capacity of all staff to understand, teach and assess multiplicative thinking. Build collective efficacy of staff in teaching a differentiated mathematics curriculum.
Outcomes	1. Build the capacity of all staff to understand, teach and assess multiplicative thinking. Students a) Know: how to work flexibly and efficiently with an extended range of numbers (for example, larger whole numbers, decimals, common fractions, ratio and percent) b) Skill: an ability to recognise and solve a range of problems involving multiplication or division c) Behaviour: the means to communicate understanding effectively in a variety of ways (for example, words, diagrams, manipulatives, symbolic expressions and written algorithms). Teachers a) Know: stages of multiplicative thinking, how to teach multiplicative thinking, formative assessment b) Skill: Ability to model and solve a range of problems involving multiplication and division, formative assessment c) Behaviour: confidently communicate understanding effectively in a variety of ways (for example, words, diagrams, manipulatives, symbolic expressions and written algorithms).

	<p>Leaders</p> <p>a) Know: stages of multiplicative thinking, understand how and why improved multiplicative thinking leads to improved student learning outcomes</p> <p>b) Skill: Ability to share and model knowledge and expertise of multiplicative thinking</p> <p>c) Behaviour: confidently communicate understanding effectively in a variety of ways (for example, words, diagrams, manipulatives, symbolic expressions and written algorithms).</p> <p>2. Build collective efficacy of staff in teaching a differentiated mathematics curriculum.</p> <p>Students</p> <p>a) Know: that their individual learning needs are being addressed by their teachers.</p> <p>b) Skill: ability to recognise when they need support and how to get it.</p> <p>c) Behaviour: engaging in mathematical learning that extends their current knowledge.</p> <p>Teachers</p> <p>a) Know: what differentiation is and how to support individual students, including those with a disability by developing individualised education plans that address their mathematical needs.</p> <p>b) Skill: Will implement appropriate adjustments that are required to support students with a disability or diverse needs.</p> <p>c) Behaviour: Routinely consider, modify and diversify classroom environmental factors, instructional delivery and behaviour management to meet the different needs of students.</p> <p>Leaders</p> <p>a) Know: Develop a clear whole school vision for creating an inclusive culture for learning mathematics.</p> <p>b) Skill: Support teachers to identify and implement the necessary differentiation and adjustments to support students with complex needs.</p> <p>c) Behaviour: Will identify areas for personal learning and growth for teachers to ensure they have the capacity to create an inclusive learning environment.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Teachers' weekly planners will show evidence of differentiation based on data.</p> <p>Teacher formative assessment data – multiplicative thinking audit</p> <p>Late Indicators</p> <p>Classroom observations and learning walks to focus on formative assessment and knowledge of student progression in the stages of 'multiplicative thinking'</p> <p>Teacher assessment data (including PAT-Maths adaptive and DAL) and Post-test results</p> <p>NAPLAN results (see targets above)</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Provide professional learning to all staff focussing on what multiplicative thinking is and how to teach and assess it.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <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
Audit, identify requirements and provide classroom resources to all classrooms where numeracy is taught.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Provide professional learning in differentiation for mathematical teaching.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Raise the profile of support and interventions relating to mental health through the implementation of Social and Emotional Learning programs such as The Resilience Project, Respectful Relationships, Zones of Regulation and SafeMinds to embed a multi-tiered approach.</p> <p>Build students, staff and community capacity to understand bullying behaviours and how to support students.</p>			
Outcomes	<p>Students: Knowledge: Students will know they are connected to a trusted adult at the school who they can confidently discuss any concerns with as needed. Students will know that bullying behaviours are addressed by the school and there is no tolerance approach. Skills: Students will be able to self-manage social interactions by reflecting the school values and strategies learnt through the various social and emotional programs. Behaviour: Students will use strategies learnt through the school-wide approach to Social and Emotional Learning.</p> <p>Teachers: Knowledge: Teachers will know how to support students by effectively following a tiered response to mental health. Teachers will know the actions to take when addressing bullying behaviours. Skills: Teachers will apply their knowledge and learning through Respectful Relationships and The Resilience Project to identify, manage and support student behaviours. Behaviour: Teachers actively respond to incidents of bullying and ensure that students, parents and leaders are informed of the actions taken.</p> <p>Leaders:</p>			

	<p>Knowledge: Leaders will have an in-depth knowledge of a tiered response and the actions needed to support students at each level. Skills: Leaders will support teachers and students in managing mental health and behavioural concerns. Behaviours: Leaders will access internal and external agencies to support and strengthen responses to student mental health and student bullying.</p> <p>Community: Knowledge: The community will understand the impact of Social media upon bullying and student mental health and the role they play. Skills: Develop an understanding of mental health issues and bullying behaviours. Behaviours: The community develops their capacity to support student's mental concerns and support their child through negative social behaviours.</p>			
Success Indicators	<p>Early indicators: Curriculum documentation demonstrates that programs such as Respectful Relationships, The Resilience Project, Zones of Regulation are being implemented to support Social and Emotional Learning.</p> <p>Comparison of school data from a pre and post survey for years 7-9 focused on Bullying Behaviours (Types of behaviours, impacts on students- including resilience).</p> <p>Late Indicators: Increase of data relating to Attitude to School Survey and Parent Opinion Survey as follows: - Managing Bullying from:43% in 2022 to 50% in 2023. - Sense of connectedness from 49% in 2022 to 55% in 2023. - Teacher Concern from 31% in 2022 to 45% in 2023. - Resilience from 65% in 2022 to 70% in 2023. - Teacher communication from 47% in 2022 to 55% in 2023.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implement pre and post surveys for students in 7-9 looking at bullying, resilience and connectedness to school and then analyse data for further actions.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Wellbeing Team			<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
Professional Learning delivered to staff for The Resilience Project and Respectful Relationships and educating the community on the purpose of the The Resilience Project and monitoring the effectiveness of the at home component of this program.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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 information to parents of the issues surrounding safe and positive technology use and educating the community on the purpose of the The Resilience Project.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> SWPBS Leader/Team	<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
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.			
12 Month Target 2.1	<p>NUMERACY TARGETS</p> <p>Year 3 TOP Two Bands 30.0%</p> <p>Year 5 TOP Two Bands 29.0%</p> <p>Year 7 TOP Two Bands 26.0%</p> <p>Year 9 TOP Two Bands 19.0%</p> <p>Year 3 BOTTOM Two Bands 23.0%</p> <p>Year 5 BOTTOM Two Bands 17.0%</p> <p>Year 7 BOTTOM Two Bands 22.5%</p> <p>Year 9 BOTTOM Two Bands 17.0%</p> <p>Year 9 AT/ABOVE BM Growth 72.5%</p> <p>NAPLAN Targets for reading</p>			
12 Month Target 2.2	<p>READING TARGETS- Teacher Judgement</p> <p>Foundation 40% #28</p> <p>Year 1 40% #32</p> <p>Year 2 35% #33</p> <p>Year 3 35% #31</p> <p>Year 4 45% #42</p> <p>Year 5 35% #43</p> <p>Year 6 38% #46</p> <p>Year 7 38% #51</p> <p>Year 8 27% #36</p> <p>Year 9 25% #32</p> <p>NUMERACY TEACHER JUDGEMENT</p>			

	<p>F-6 Above - Number & Algebra 16.0%</p> <p>7-9 Above - Number & Algebra 16.0%</p> <p>7-9 Below - Number & Algebra 45.0%</p>
12 Month Target 2.3	<p>Guaranteed and viable curriculum: from 57% in 2022 to 63% in 2023</p> <p>Teacher collaboration: from 51% in 2022 to 57% in 2023</p> <p>Use data for curriculum planning: from 66% in 2022 to 68% in 2023</p> <p>Academic emphasis: from 45% in 2022 to 55% in 2023</p>
KIS 2.a Evidence-based high-impact teaching strategies	Embed the agreed college IM, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.
Actions	<p>Implement a college wide approach to the HITS Setting Goals (emphasis on learning intention/success criteria and student learning goals).</p> <p>Monitor and further develop the application of the college instructional model amongst staff.</p>
Outcomes	<p>Further development of students' ability to verbalise each stage of the instructional model needs to be evident in future learning walks.</p> <p>Students will be supported in this by the teachers' use of the visuals on the whiteboards.</p> <p>Further work needs to be completed in the students' ability to articulate their learning goals [with further connections to individual education plan goals]</p> <p>Teachers will continue to develop their ability to implement the new instructional model into all lessons.</p> <p>Peer observations will be introduced with staff observing each other through professional learning community learning walks using agreed proformas for feedback and next steps.</p> <p>Teachers will be supported through further professional learning on learning walks, instructional planning and setting goals.</p> <p>Teachers will demonstrate evidence of differentiation and adjustments to meet with the diverse needs of students, including those with a disability.</p> <p>Leaders will continue to build a culture of learning walks with an emphasis on the high impact teaching strategy of setting goals within the instructional model.</p>

	<p>Leaders will receive further professional learning in the areas of high impact teaching strategies, learning walks, peer observation and feedback cycles, leadership coaching and mentoring.</p> <p>Leaders undertaking the coaching professional learning will investigate consistent coaching documentation, conversations, and implementation for the college.</p> <p>Leaders will model best practice and pedagogical knowledge to support the diverse needs of learners</p>			
Success Indicators	<p>Early Indicators</p> <p>Teacher planning reflects the instructional model (structuring lessons HITS 2)</p> <p>Teachers set explicit, challenging and achievable learning goals for all students (setting goals HITS 1)</p> <p>Students verbalise the instructional model and learning goals for the session (AToSS - Effective Teaching Time, Effective Classroom Behaviour, Sense of Inclusion)</p> <p>Leaders engage with teams through learning walks focused on Setting Goals (setting goals HITS 1)</p> <p>Late Indicators</p> <p>Planners reflect professional learning developed around learning intention, success criteria and student learning goals</p> <p>Learning walks and peer observations will demonstrate the implementation of high quality learning intentions/success criteria and student learning goals</p> <p>Increase in positive response to School Staff Survey in the area of collective focus on learning from 66% to 75%</p> <p>Increase in positive response to Attitude to School Survey in the area of effective teacher feedback from 60% to 65%.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Design professional learning (both readings and delivered learning) surrounding HITS 1 settings goals [Learning Intentions & Success Criteria]	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$12,000.00 <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
Design professional learning (both readings and delivered learning) surrounding learning walks to view and provide feedback on the effective implementation of the instructional model, inclusive of practice to meet the needs of a diverse range of students.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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
Create process and documentation for peer observation for teachers, and coaching and feedback cycles for middle leaders and PCOs.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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
Create opportunities for staff to provide feedback on instructional model and the stage elaborations.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Building leadership teams	Further develop the PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation.			
Actions	Professional Learning Communities (PLCs) will be embedded throughout the College [connections to PLC Maturity Matrix] Embedding a coaching and modelling process with the PLC Leaders Implementing a series of learning to enhance the development of staff and leaders surrounding the FISO 2.0 inquiry cycles			
Outcomes	Students will have targeted learning and differentiation of the tasks, due to teacher application of inquiry cycles and understanding of students' diverse needs. Teachers will have a deep knowledge of the PLC Inquiry cycle and the demands that are needed to be an efficient PLC. Teachers will display appropriate skills needed for PLC work; data literacy, protocols and collaborative planning. Teachers will engage in peer observations within the PLC cycles to share knowledge and collect feedback on practice. Observations of PLCs to create cycle of mentorship, observation/ feedback cycles. Leaders will receive professional learning surrounding data literacy (Harvard Data Wise), meeting management (Harvard Meeting Wise), inquiry cycle and professional learning communities. Leaders will provide documentation that supports the delivery and implementation of professional learning communities.			
Success Indicators	Early Indicators Mentors have been allocated to each PLC Leader			

	<p>PLC Leaders have been provided with professional documentation to engage with in their PLCs Professional readings to support the development of understanding effective leadership PLC Leaders have been able to discuss their current knowledge and develop their own SMART goals while working with their assigned PLCs.</p> <p>Late Indicators Increase in positive response to School Staff Survey in the area of collective focus on learning from 66% to 75% Increase in positive response to School Staff Survey in the area of collective efficacy on learning from 43% to 50% Increase in positive response to Attitude to School Survey in the area of stimulated learning from 58% to 60% Increase in positive response to Attitude to School Survey in the area of sense of confidence from 58% to 62% PLC Maturity Matrix will demonstrate that PLC culture has been listed as 'Embedding' across the college. Each PLC has been involved in multiple FISO Inquiry cycles and has provided feedback on the actions taken.</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Design professional learning (both readings and delivered learning) surrounding the application and understanding of the FISO Inquiry Cycle and FISO 2.0, in particular the dimension of practice and system measures. Engage with regional PLC team to support in this learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <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>Mentors will be assigned to each PLC Leader and coaching cycles will occur throughout the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <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
Work with student voice and learner agency lead team to ensure student voice in the instructional model.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Curriculum planning and assessment	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.			
Actions	Strengthen teacher capacity to use data to plan for differentiation in reading. Strengthen teacher capacity to plan for and deliver small group reading instruction. Monitor and support planning document implementation for all teams (Term planner and unit planners). Monitor and support PLCs to plan using data for differentiation.			

<p>Outcomes</p>	<p>Students</p> <p>Knowledge: Students will know how lessons are structured and how this supports their learning</p> <p>Skills: Students to verbalise their reading goal. Students to verbalise which reading group they are in and when they meet with their teacher/s</p> <p>Behaviours: Students engaged in small group instruction that meets their learning needs Students engaged in independent reading with just right books</p> <p>Teachers</p> <p>Knowledge: Teachers supported in professional learning to build knowledge around small group instruction and differentiation in reading</p> <p>Skills: teacher capacity to discuss and use data to plan for differentiated lessons in PLCs 100% compliance across PLCs with use of College planning templates. PLCs engage in reflective practice and use data to create a guaranteed and viable curriculum.</p> <p>Behaviours: See implementation of PL through observations / learning walks Teachers regularly use agreed upon data sets to plan for student learning.</p> <p>Leaders</p> <p>Knowledge: Leaders undertaking the coaching professional learning will investigate consistent coaching documentation, conversations, and implementation for the college.</p> <p>Skills: Leaders increase capacity to coach and support teachers and PLC leaders Leaders build teacher capacity to use data to inform practice</p> <p>Behaviours: Leaders engage in coaching conversations focusing on data use Leaders conduct learning walks to assess implementation of data informed differentiation Leaders agree upon data sets used to inform planning Leaders provide staff with professional learning on analysing data effectively</p>
------------------------	---

<p>Success Indicators</p>	<p>Early Indicators PLC planning reflects the College unit plans and includes differentiation Individual planners reflect differentiation for all students in each lesson Individual planners reflect small group instruction</p> <p>Late Indicators Staff Opinion survey: Use data for curriculum planning: from 66% in 2022 to 68% in 2023 Staff Opinion survey: Guaranteed and viable curriculum: from 57% in 2022 to 63% in 2023 Staff Opinion survey: Teacher collaboration: from 51% in 2022 to 57% in 2023</p> <p>Increased growth in: Teacher judgement Progressive Assessment Test (PAT) Fountas & Pinnell NAPLAN (see targets above)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Develop agreed upon methods to record individual and small group reading data.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$25,000.00</p> <ul style="list-style-type: none"> <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 professional learning to increase teacher capacity to use data to plan for differentiation in reading to meet the needs of a diverse range of learners.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$60,000.00 <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 examples of best practice around implementation of small group reading instruction to meet the needs of a diverse range of learners.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" 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	Improve student voice and learner agency.			

12 Month Target 3.1	<p>Sense of Confidence Increase the positive endorsement from 58% in 2022 to 62% in 2023</p> <p>Stimulated learning Increase the positive endorsement from 58% in 2022 to 62% in 2023</p> <p>Student voice and agency Increase the positive endorsement from 47% 2022 to 65% in 2023</p>
12 Month Target 3.2	<p>Increase the positive endorsement for the use of student feedback to improve practice from 59% in 2022 to 63% in 2023.</p> <p>Increase the positive endorsement for the promotion of student ownership of learning from 66% in 2022 to 68% in 2023.</p>
12 Month Target 3.3	<p>Increase the positive endorsement for student agency and voice from 66% in 2022 to 72% in 2023</p>
KIS 3.a Intellectual engagement and self-awareness	<p>Develop a learning climate that promotes challenge, engagement, inquiry and curiosity.</p>
Actions	<p>Embed a consistent classroom culture of Student Voice and Agency by revising the College Instructional model Develop student agency and engagement in in their learning by including their voice into PLC Learning Cycles</p>
Outcomes	<p>Students</p> <p>Knowledge- Students will understand where agency fits into each stage of the instructional model and how their feedback influences Inquiry Cycles of learning. Skills- Students can use classroom routines and processes to activate student agency demonstrating metacognitive skills. Behaviour- Students are actively engaged throughout the instructional model, and actively contribute input to the Inquiry cycle process.</p> <p>Teachers</p> <p>Knowledge-Teachers understand where student agency fits into the instructional model and how student feedback influences the</p>

	<p>PLC learning inquiry cycle. Skills-Teachers can plan engaging learning experiences by leveraging the HITS and developing classroom protocols Behaviour- Teachers reinforce student voice and agency by using explicit terminology</p> <p>Leaders</p> <p>Knowledge-Leaders develop a shared understanding of best practice in student voice and agency Skills-Leaders provide clarity in how student voice and agency intersects with the inquiry cycle Behaviour- Leaders model a believe in student voice and agency and demonstrate this with exemplary teaching practice</p> <p>Community</p> <p>Knowledge- The Community can define Student Voice and Agency and its positive impact on their child's connectedness to school Skills- The Community understand what they can do at home to support their child's learning and engagement Behaviour- The Community reinforce the principles of student voice and agency by attending and participating in Student Led Conferences</p>			
Success Indicators	<p>Early indicators Student Focus groups to unpack elements of 2022 AToSS Student Engagement Exit tickets that inform PLC inquiry</p> <p>Late Indicators- AtoSS Sense of Confidence-62% Stimulated Learning - 62% Student Voice and Agency-65%</p> <p>Late Indicators- Staff Opinion Survey Use of student Feedback to Improve Practice-63% Student Ownership-68%</p> <p>Late Indicator- Parent Opinion Survey Student Voice and Agency-72%</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Embed Student Voice and Agency into classrooms by revising the elaborations of the College Instructional model.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 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>Amplify Student Voice and Agency by revising the college PLC Inquiry Cycle to embed student feedback</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 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>Implement Year 4-9 focus groups that elaborate their responses in the Attitude to School Survey (2022) - particularly in relation to goal targets.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</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
Develop a consistent model for the implementation of Student Led Conferences	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Improve student wellbeing and engagement.			
12 Month Target 4.1	Managing bullying * Increase the positive endorsement average (4-9) to 50% Sense of Connectedness * Increase the positive endorsement from 49% in 2022 to 55% in 2023 Teacher Concern * Increase the positive endorsement average (4-9) from 31% in 2022 to 49% in 2023			

	<p>Resilience * Increase the positive endorsement from 67% in 2022 to 70% in 2023</p>
12 Month Target 4.2	<p>POS Teacher Communication showed 46% in 2022 POS Teacher Communication will show 55% positive endorsement in 2023</p>
12 Month Target 4.3	<p>20 or more days absent: F-6 28% (46% in 2022) 7-9 26% (54% in 2022) Less than 10 unexplained absences (average/student/year) F-9 (from 13.5 in 2022)</p>
KIS 4.a Setting expectations and promoting inclusion	<p>Embed the SWPBS and Respectful Relationships across the college.</p>
Actions	<p>* Embed a College-wide consistent understanding of SWPBS, The Resilience Project and Respectful Relations through ongoing professional learning. * Develop a shared vision for SWPBS and the major and minor behaviours that are consistent with the SWPBS philosophy.</p>
Outcomes	<p>Students</p> <p>Knowledge- Articulate major and minor behaviours in line with each value.</p> <p>Skills- Identify major and minor behaviours in various settings.</p> <p>Behaviour- In line with College values.</p> <p>Teachers</p> <p>Knowledge of the SWPBS philosophy and the positive impact this has on student engagement and learning outcomes.</p> <p>Skills- Collect and collaboratively analyse student major and minor behaviour data.</p> <p>Behaviour- Use positive and consistent SWPBS language when interacting with students.</p>

	<p>Leaders</p> <p>Knowledge- Have a shared understanding of the vision of SWPBS.</p> <p>Skills- Frequently monitor behaviour data on Compass and take active steps to manage specific cohorts.</p> <p>Behaviour- Actively engage the community in professional learning around SWPBS, specifically The Resilience Project.</p> <p>Community</p> <p>Knowledge- Understand the College's behavioural expectations and values.</p> <p>Skills- Recognise how behaviours impact their child's learning.</p> <p>Behaviour- Reinforce behavioural expectations and values.</p>			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * SWPBS expected behaviours are displayed throughout the College. * A continued increase in green chronicles in Compass and a lower rate of red and amber chronicles. * SWPBS is evident in peer observations. * Curriculum documentation reflects teaching of SWPBS, Respectful Relations and Resilience lessons. <p>Late Indicators- AtoSS</p> <p>Managing bullying * Increase the positive endorsement average (4-9) to 50%</p> <p>Sense of Connectedness * Increase the positive endorsement from 49% in 2022 to 55% in 2023</p> <p>Teacher Concern * Increase the positive endorsement average (4-9) from 31% in 2022 to 49% in 2023</p> <p>Resilience * Increase the positive endorsement from 67% in 2022 to 70% in 2023</p> <p>Late Indicator- POS</p> <p>Teacher Communication showed 46% in 2022 POS Teacher Communication will show 55% positive endorsement in 2023</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPBS and Resilience Project documentation is consistent across the College and in each classroom.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> SWPBS Leader/Team		to: Term 1	<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
Review Curriculum documentation to ensure adequate time and skill is allocated to SWPBS and Resilience Project in each class F-9, including professional learning for teachers on effective implementation.	<input checked="" type="checkbox"/> SWPBS Leader/Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <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
Begin peer observations to identify best practice and ensure consistent implementation of the use of SWPBS and the Resilience Project.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$80,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
Present and educate SWPBS and The Resilience Project to families.	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 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
KIS 4.b Setting expectations and promoting inclusion	Embed consistent processes to promote and monitor whole-school attendance.			
Actions	Embed a college wide, consistent approach to developing student, staff, leaders and the community knowledge to promote the correlation between consistent high attendance and improved educational, social and emotional outcomes. Embed practices and culture relating to student engagement and maintain positive relationships with families. Raise profile of attendance by ensuring that the tiered response steps are routinely followed, teachers are following the tiered response and this is a part of PLC work.			
Outcomes	Students			

Knowledge- Understand the correlation between consistent high attendance and improved educational, social and emotional outcomes.

Skills- Consistent ability to effectively manage time to ensure arrival on time to class, ready to learn.

Behaviour- Share their voice in focus groups discussing the correlation between consistent high attendance and improved educational, social and emotional outcomes.

Teachers

Knowledge- Student engagement and positive relationships with families correlates to strong attendance.

Skills- Attendance processes are accurately followed and recorded and that tiered response to attendance is part of regular practice.

Behaviour- Unexplained absences and latecomers are followed up in line with tiered response to attendance.

Leaders

Knowledge- School Improvement Team are aware of students who present as non-attenders and are actively involved in re-engaging these students.

Skills- Communicate attendance expectations with the community.

Behaviour- Unexplained absences and latecomers are followed up in line with tiered response to attendance consistently across both campuses with a focus on how to support individual cases at a tier 3 level by using differentiated engagement approaches for students and families based on their needs.

Community

Knowledge- Understand the correlation between consistent high attendance and improved educational, social and emotional outcomes.

Skills- Capacity and understanding of how to use COMPASS to monitor and accurately record absences.

	Behaviour- Prioritise strong attendance of students at school.			
Success Indicators	<p>Early Indicator 5 or more days absent/term: F-6 28%, 7-9 26% Less than 2.5 unexplained absences (average/student/term) F-9</p> <p>Late Indicator AtoSS - Sense of connectedness positive endorsement 55% or above Parent Opinion Survey- Teacher communication positive endorsement 55% or above 20 or more days absent: F-6 28% (46% in 2022) 7-9 26% (54% in 2022) Less than 10 unexplained absences (average/student/year) F-9 (from 13.5 in 2022)</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Focus groups with students to determine their understanding of the correlation between consistent high attendance and improved educational, social and emotional outcomes.	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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
Raise the profile of attendance through PLC discussions, Homerooms and community awareness campaigns.	<input checked="" type="checkbox"/> Administration Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team			<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
Analyse the results from the College based parent survey (November 2022) relating to attendance communication including contacting other schools to determine best practice for engaging the community in improving engagement and attendance.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Embedded practices around correct role marking procedures and use of tiered response to attendance.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" 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
--	--	--	--	---