

2023 Annual Implementation Plan

for improving student outcomes

Boort District P-12 School (8882)



Submitted for review by Lee-Anne Sherwell (School Principal) on 24 January, 2023 at 12:19 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	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	The areas in which we feel we are embedding practice revolve around teaching and learning and support/resources. This is due to the work completed over the last two years on developing a clear understanding of the Instructional Model and the focus on high impact teaching strategies. Whole staff professional development as well as small working groups have ensured we have an instructional model that is agreed and easy to understand. The 'embedding' part of this process is seen through our P&D process which has highlighted HITS and the collaboration between staff. We have always had excellent working relationships with external agencies such as NCTTC, Boort District Health, NCLLEN, NDCH. These relationships will continue to develop as we work further with employers
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	<p>The areas we wish to develop revolve around student voice and feedback. The other areas, listed as evolving, still indicate further development. In particular, we wish to do further work in 2023 with student voice as we develop student feedback surveys with both staff and students and use this feedback to support increased results in ATOSS for connectivity to school and student voice. We will also strive to involve students (even more) in policy development and review.</p>
<p>Considerations for 2023</p>	<p>Further development and implementation of student feedback surveys to staff. Wellbeing programmes to enhance relationship building and resilience. Further development of the disability inclusion profile - understanding and documentation. Policy review Numeracy tutoring in Primary MYLNS in Year 10</p>
<p>Documents that support this plan</p>	

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	To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy
Target 2.1	By 2024 the percentage of Year 3 students achieving in the top two bands of NAPLAN will increase in <ul style="list-style-type: none"> • Reading from 50% in 2019 to 60% • Writing from 72% in 2019 to 75% • Numeracy from 34% in 2019 to 45%
Target 2.2	By 2024 the percentage of Year 5 students achieving in the top two bands of NAPLAN will increase in <ul style="list-style-type: none"> • Reading from 61% in 2019 to 70% • Writing from 15% in 2019 to 25% • Numeracy from 23% in 2019 to 30%

<p>Target 2.3</p>	<p>By 2024 the percentage of Year 7 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> ● Reading from 29% in 2019 to 40% ● Writing from 21% in 2019 to 35% ● Numeracy from 42% in 2019 to 55%
<p>Target 2.4</p>	<p>By 2024 the percentage of Year 7 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> ● Reading from 10% in 2019 to 25% ● Writing from 21% in 2019 to 30% ● Numeracy from 16% in 2019 to 35%
<p>Target 2.5</p>	<p>By 2024 the percentage of Year 5 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> ● Reading from 45% in 2019 to 25% or less by 2024 ● Writing from 36% in 2019 to 25% or less by 2024 ● Numeracy from 9% in 2019 to 9% or less by 2024
<p>Target 2.6</p>	<p>By 2024 the percentage of Year 7 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> ● Reading from 46% in 2019 to 25% or less by 2024 ● Writing from 29% in 2019 to 25% or less by 2024 ● Numeracy from 4% in 2019 to 4% or less by 2024

Target 2.7	<p>By 2024 the percentage of Year 9 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> ● Reading from 26% in 2019 to 25% or less by 2024 ● Writing from 21% in 2019 to 20% or less by 2024 ● Numeracy from 37% in 2019 to 25% or less by 2024
Target 2.8	<p>By 2024 the VCE All study mean to increase from 31 in 2019 to 31.5.</p> <p>By 2024 the percentage of VCE study scores of 37 or more to increase from 17% in 2019 to 20%.</p>
Target 2.9	<p>By 2024 increase the percentage of positive responses in the School Staff survey to Collective Focus on Student Learning from 64% in 2019 to 75%.</p>
Target 2.10	<p>By 2024 increase the percentage of positive responses in the Student Attitudes to School survey in the Differentiated Learning Challenge factor</p> <ul style="list-style-type: none"> ● At Years 4 to 6 from 89% in 2019 to 93% ● At years 7 to 9 from 69% to 74% ● At years 10 to 12 from 57% to 70%
Key Improvement Strategy 2.a Building practice excellence	<p>Embed an Instructional model consistently across the school that integrates the use of High Impact Teaching Strategies and challenges all students to be successful</p>
Key Improvement Strategy 2.b Evaluating impact on learning	<p>Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need</p>

Key Improvement Strategy 2.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff
Goal 3	To empower all students to be active partners in their learning
Target 3.1	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Motivation and Interest factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 88% in 2019 to 90% ● At years 7 to 9 from 69% to 75% ● At years 10 to 12 from 66% to 75%
Target 3.2	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Self-Regulation and Goal Setting factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 91% in 2019 to 92% ● At years 7 to 9 from 67% to 75% ● At years 10 to 12 from 54% to 65%
Target 3.3	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Student Voice and Agency factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 85% in 2019 to 90% ● At years 7 to 9 from 58% to 65% ● At years 10 to 12 from 54% to 70%
Target 3.4	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in Stimulated Learning factor <ul style="list-style-type: none"> ● At Years 4 to 6 from 91% in 2019 to 92% ● At years 7 to 9 from 74% to 80%

	<ul style="list-style-type: none"> • At years 10 to 12 from 63% to 70%
Target 3.5	By 2024 decrease the percentage Year F to 6 students with 20 or more days absent from 6% in 2019 to 5% and decrease to percentage of Year 7 to 12 students with 20 or more days absent from 6% in 2019 to 5%.
Target 3.6	By 2024 decrease the percentage of unapproved absence days at any level across Year F to 6 to 2 days or less and at any year level across years 7 to 12 to 3 days or less.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop, document and implement a whole school strategy to improve student voice and learner agency
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build teacher knowledge to address student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners
Key Improvement Strategy 3.c Building communities	Develop a culture of high expectation and excellence throughout the school community
Goal 4	To build student connectedness to foster engagement and motivation.
Target 4.1	<p>By 2024 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 90% in 2019 to 92% • At years 7 to 9 from 67% to 75% • At years 10 to 12 from 63% to 75%

Target 4.2	<p>By 2024 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 83% in 2019 to 90% • At years 7 to 9 from 63% to 70% • At years 10 to 12 from 52% to 65%
Target 4.3	<p>By 2024 increase the percentage of positive responses in the School Staff survey to</p> <ul style="list-style-type: none"> • Trust in Students and Parents from 73% in 2019 to 80% • School Climate from 68% in 2019 to 75%
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Embed a consistent student engagement/wellbeing model across the school that supports the needs of current and future students
Key Improvement Strategy 4.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience
Key Improvement Strategy 4.c Vision, values and culture	Build a positive school culture through the implementation of shared and agreed vision and values

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>Numeracy - decrease low benchmark growth for Years 5 and 9 Connectedness to school factor to increase to 60% for years 10-12.</p>
To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy	Yes	<p>By 2024 the percentage of Year 3 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> • Reading from 50% in 2019 to 60% • Writing from 72% in 2019 to 75% • Numeracy from 34% in 2019 to 45% 	Target of 100% reached in 2022 - achieve again or above 60%
		<p>By 2024 the percentage of Year 5 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> • Reading from 61% in 2019 to 70% • Writing from 15% in 2019 to 25% • Numeracy from 23% in 2019 to 30% 	Writing - increase to 20%
		<p>By 2024 the percentage of Year 7 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> • Reading from 29% in 2019 to 40% • Writing from 21% in 2019 to 35% • Numeracy from 42% in 2019 to 55% 	Numeracy - target of 47%

		<p>By 2024 the percentage of Year 7 students achieving in the top two bands of NAPLAN will increase in</p> <ul style="list-style-type: none"> • Reading from 10% in 2019 to 25% • Writing from 21% in 2019 to 30% • Numeracy from 16% in 2019 to 35% 	Writing - increase to 25%
		<p>By 2024 the percentage of Year 5 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 45% in 2019 to 25% or less by 2024 • Writing from 36% in 2019 to 25% or less by 2024 • Numeracy from 9% in 2019 to 9% or less by 2024 	Numeracy - reduce to 9%
		<p>By 2024 the percentage of Year 7 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 46% in 2019 to 25% or less by 2024 • Writing from 29% in 2019 to 25% or less by 2024 • Numeracy from 4% in 2019 to 4% or less by 2024 	Numeracy - reduce to 4%
		<p>By 2024 the percentage of Year 9 students achieving low benchmark growth NAPLAN will reduce in</p> <ul style="list-style-type: none"> • Reading from 26% in 2019 to 25% or less by 2024 • Writing from 21% in 2019 to 20% or less by 2024 • Numeracy from 37% in 2019 to 25% or less by 2024 	Writing - reduce to 21%
		<p>By 2024 the VCE All study mean to increase from 31 in 2019 to 31.5. By 2024 the percentage of VCE study scores of 37 or more to increase from 17% in 2019 to 20%.</p>	VCE Mean study score to be 30.75
		<p>By 2024 increase the percentage of positive responses in the School Staff survey to Collective Focus on Student Learning from 64% in 2019 to 75%.</p>	Increase collective focus on student learning to 68%

		<p>By 2024 increase the percentage of positive responses in the Student Attitudes to School survey in the Differentiated Learning Challenge factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 89% in 2019 to 93% • At years 7 to 9 from 69% to 74% • At years 10 to 12 from 57% to 70% 	Increase differentiated learning challenge for Year 9 to 60%
To empower all students to be active partners in their learning	Yes	<p>By 2024 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 88% in 2019 to 90% • At years 7 to 9 from 69% to 75% • At years 10 to 12 from 66% to 75% 	Positive response to motivation to increase to 70% for Year 7
		<p>By 2024 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 91% in 2019 to 92% • At years 7 to 9 from 67% to 75% • At years 10 to 12 from 54% to 65% 	Goal setting to increase to 92% for 4-6.
		<p>By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Self Student Voice and Agency factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 85% in 2019 to 90% • At years 7 to 9 from 58% to 65% • At years 10 to 12 from 54% to 70% 	Student voice and agency to increase to 60% for Year 7 to 12.
		<p>By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in Stimulated Learning factor</p> <ul style="list-style-type: none"> • At Years 4 to 6 from 91% in 2019 to 92% • At years 7 to 9 from 74% to 80% 	Stimulated Learning to increase to 65% for years 10-12.

		<ul style="list-style-type: none"> • At years 10 to 12 from 63% to 70% 	
		By 2024 decrease the percentage Year F to 6 students with 20 or more days absent from 6% in 2019 to 5% and decrease to percentage of Year 7 to 12 students with 20 or more days absent from 6% in 2019 to 5%.	Decrease absences of 20+ days to 6% across the board
		By 2024 decrease the percentage of unapproved absence days at any level across Year F to 6 to 2 days or less and at any year level across years 7 to 12 to 3 days or less.	Decrease unapproved absences to 2 days or less across the board.
To build student connectedness to foster engagement and motivation.	Yes	By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Confidence factor <ul style="list-style-type: none"> • At Years 4 to 6 from 90% in 2019 to 92% • At years 7 to 9 from 67% to 75% • At years 10 to 12 from 63% to 75% 	Sense of confidence - increase to 70% for Years 7-9
		By 2024 increase the percentage of positive responses in the student Attitudes to School Survey in the Sense of Connectedness factor <ul style="list-style-type: none"> • At Years 4 to 6 from 83% in 2019 to 90% • At years 7 to 9 from 63% to 70% • At years 10 to 12 from 52% to 65% 	Connectedness to school factor to increase to 60% for years 10-12.
		By 2024 increase the percentage of positive responses in the School Staff survey to <ul style="list-style-type: none"> • Trust in Students and Parents from 73% in 2019 to 80% • School Climate from 68% in 2019 to 75% 	Trust in students and parents to increase to 75%

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 - decrease low benchmark growth for Years 5 and 9 Connectedness to school factor to increase to 60% for years 10-12.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy	
12 Month Target 2.1	Target of 100% reached in 2022 - achieve again or above 60%	
12 Month Target 2.2	Writing - increase to 20%	
12 Month Target 2.3	Numeracy - target of 47%	
12 Month Target 2.4	Writing - increase to 25%	
12 Month Target 2.5	Numeracy - reduce to 9%	

12 Month Target 2.6	Numeracy - reduce to 4%	
12 Month Target 2.7	Writing - reduce to 21%	
12 Month Target 2.8	VCE Mean study score to be 30.75	
12 Month Target 2.9	Increase collective focus on student learning to 68%	
12 Month Target 2.10	Increase differentiated learning challenge for Year 9 to 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Embed an Instructional model consistently across the school that integrates the use of High Impact Teaching Strategies and challenges all students to be successful	Yes
KIS 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need	Yes
KIS 2.c Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The instructional model has been developed and refined over the last two years and must now be embedded into planning. With the implementation of the PLC, data use and analysis will continue to be a focus as this is embedded into teacher practice.	
Goal 3	To empower all students to be active partners in their learning	
12 Month Target 3.1	Positive response to motivation to increase to 70% for Year 7	
12 Month Target 3.2	Goal setting to increase to 92% for 4-6.	

12 Month Target 3.3	Student voice and agency to increase to 60% for Year 7 to 12.	
12 Month Target 3.4	Stimulated Learning to increase to 65% for years 10-12.	
12 Month Target 3.5	Decrease absences of 20+ days to 6% across the board	
12 Month Target 3.6	Decrease unapproved absences to 2 days or less across the board.	
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 improve student voice and learner agency	No
KIS 3.b Intellectual engagement and self-awareness	Build teacher knowledge to address student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners	Yes
KIS 3.c Building communities	Develop a culture of high expectation and excellence throughout the school community	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.	The student voice strategy is now at development of feedback surveys to staff to inform teaching practice. Student and staff involvement in 2023 will be around implementation and refinement of initial survey.	
Goal 4	To build student connectedness to foster engagement and motivation.	
12 Month Target 4.1	Sense of confidence - increase to 70% for Years 7-9	
12 Month Target 4.2	Connectedness to school factor to increase to 60% for years 10-12.	

12 Month Target 4.3	Trust in students and parents to increase to 75%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Setting expectations and promoting inclusion	Embed a consistent student engagement/wellbeing model across the school that supports the needs of current and future students	Yes
KIS 4.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience	Yes
KIS 4.c Vision, values and culture	Build a positive school culture through the implementation of shared and agreed vision and values	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.	The effects of Covid and now floods will further test our community so our focus will be on further developing resilience and implementing the disability inclusion profile process to support students with Tier 1, 2 (and possibly) 3 needs.	

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 - decrease low benchmark growth for Years 5 and 9 Connectedness to school factor to increase to 60% for years 10-12.			
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	Tutor employed to support Numeracy development in Primary areas Essential Assessment - implement use of assessment tools across F-6 MYLNS support at Year 10 - Literacy groups and Numeracy split classes Implementation of student lead feedback surveys Classroom Aide for support with Literacy and Numeracy			
Outcomes	Students to develop confidence in their ability to use numeracy skills through small group withdrawal in Primary levels. Use of Essential Assessment as a data gathering tool and Numeracy support for both teachers and students Small group Numeracy support at Year 10 to develop skills and student confidence. Changes in teaching practice due to student feedback from surveys			
Success Indicators	Small groups operating across year levels in either Numeracy or Literacy. Parent understanding of the aims of the small groups - communication/Parent Teacher Interviews Sample student surveys and feedback ATOSS results around student connectedness to school to increase			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Small groups identified for Literacy and Numeracy groups - ES staff employed to support testing</p>	<p><input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$4,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used.</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used.</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Essential Assessment development - support for PD or CRT</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00</p> <p><input checked="" 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>Employment of a teacher to support MYLNS</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used.</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of student feedback surveys to staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" 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
Employment of ES staff to support class teachers in Literacy and Numeracy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Use of the mental health funding to provide programmes such as on-site counselling for those in high need and whole group supports and activities to enhance connectedness to school and overall wellbeing and resilience. Employment of a counsellor through the local company "A Life Simply Lived"			
Outcomes	Positive engagement with the school for 'at risk' students Engagement of families in the counselling process			
Success Indicators	Employment of a counsellor Timetable of scheduled appointments Parent and student consent			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Employment of a counsellor for delivery of on-site counselling	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,500.00 <input type="checkbox"/> Equity funding will be used. <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Wellbeing activities - whole school or small group	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$13,147.00 <input type="checkbox"/> Equity funding will be used. <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To maximise student outcomes in all areas of curriculum, with a particular focus on Literacy and Numeracy			
12 Month Target 2.1	Target of 100% reached in 2022 - achieve again or above 60%			
12 Month Target 2.2	Writing - increase to 20%			
12 Month Target 2.3	Numeracy - target of 47%			
12 Month Target 2.4	Writing - increase to 25%			
12 Month Target 2.5	Numeracy - reduce to 9%			
12 Month Target 2.6	Numeracy - reduce to 4%			
12 Month Target 2.7	Writing - reduce to 21%			
12 Month Target 2.8	VCE Mean study score to be 30.75			
12 Month Target 2.9	Increase collective focus on student learning to 68%			
12 Month Target 2.10	Increase differentiated learning challenge for Year 9 to 60%			

KIS 2.a Building practice excellence	Embed an Instructional model consistently across the school that integrates the use of High Impact Teaching Strategies and challenges all students to be successful			
Actions	Embedding the 2022 agreed upon Instructional Model as a focus for student feedback survey questions			
Outcomes	Staff to evaluate feedback results from students and make changes to their teaching practice in line with our Instructional Model			
Success Indicators	Survey results to show a change in behaviours - teaching practice, etc. based on feedback given Completed surveys Leadership Team minutes to reflect a process for discussion of survey results Use of P&D process to monitor survey suggested changes.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Development of surveys - staff and student engagement (may involve buying survey monkey)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,500.00 <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
Evaluation of student led surveys to staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

	<input checked="" type="checkbox"/> Teacher(s)		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
KIS 2.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need			
Actions	Learning Specialist - to work with Junior Coordinator to develop parent reading programme Learning Specialist to support reading programme with student training and resources Elevate study skills programmes/VCE Revision Further implementation of the PLC initiative Development of Vocational major teaching resources			
Outcomes	Continued implementation and embedding of PLC groups to analyse data A parent/student/teacher reading programme developed and implemented Elevate study skills programme and VCE revision sessions VM resources developed			
Success Indicators	Documented and stored VM Literacy and Numeracy Curriculum Sessions booked in and run throughout 2023 for Elevate and VCE revision Reading programme - newsletter articles and photos			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Elevate study skills programme	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

			to: Term 3	<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
Reading training and resources	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,500.00 <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
VCE Revision lectures - use of Equity funding, if needed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$4,500.00 <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
PLC meetings	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used. <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	To empower all students to be active partners in their learning			
12 Month Target 3.1	Positive response to motivation to increase to 70% for Year 7			
12 Month Target 3.2	Goal setting to increase to 92% for 4-6.			
12 Month Target 3.3	Student voice and agency to increase to 60% for Year 7 to 12.			
12 Month Target 3.4	Stimulated Learning to increase to 65% for years 10-12.			
12 Month Target 3.5	Decrease absences of 20+ days to 6% across the board			
12 Month Target 3.6	Decrease unapproved absences to 2 days or less across the board.			

KIS 3.b Intellectual engagement and self-awareness	Build teacher knowledge to address student voice and agency to establish an authentic learning partnership throughout the school which develops independent and self-regulating learners			
Actions	Development of the student feedback surveys to inform staff of teaching practice Use of school captains and SRC leaders to deliver surveys with students Use of student feedback within P&D process			
Outcomes	Engagement of students in learning Develop skills to provide feedback - student to staff			
Success Indicators	Surveys completed - either online or by hard copy (depending on age of student) Meeting minutes to display discussion of surveys and how feedback is used. PLC process to be informed by student feedback data.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
P&D - process to use survey results as a basis of discussion regarding teaching practice	<input checked="" type="checkbox"/> Leadership Team	<input checked="" 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
Data used within PLC groups to define topics for exploration	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

				to: Term 4	<input type="checkbox"/> Equity funding will be used. <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used. <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To build student connectedness to foster engagement and motivation.				
12 Month Target 4.1	Sense of confidence - increase to 70% for Years 7-9				
12 Month Target 4.2	Connectedness to school factor to increase to 60% for years 10-12.				
12 Month Target 4.3	Trust in students and parents to increase to 75%				
KIS 4.a Setting expectations and promoting inclusion	Embed a consistent student engagement/wellbeing model across the school that supports the needs of current and future students				
Actions	<p>The Disability Inclusion profile process to be further developed involving documentation and collection of evidence.</p> <p>Whole staff PD on disability inclusion and the process.</p> <p>SSG minutes and IEPs to be saved to one place for easy access.</p> <p>Uploading of IEPs to student management system for easy access by families.</p> <p>Employment of a disability inclusion classroom support worker</p> <p>Employment of a disability inclusion coordinator</p> <p>Resources for the disability inclusion - sensory tools, adaptive equipment</p>				
Outcomes	<p>Disability Inclusion Profile Meetings to occur once documentation has been uploaded</p> <p>IEPs uploaded to XUNO</p> <p>DIP Classroom aide employed</p> <p>DIP Coordinator to organise documentation, IEPs and meetings (not SSG)</p>				

Success Indicators	profile meetings occur Funding successful for DIP students			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole staff access to a day of information on disability inclusion, the process, the collection of evidence and the profile meetings.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$8,000.00 <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
Employment of a classroom aide to support students on Tier 2 level	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$43,000.00 <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

Employment of a disability inclusion coordinator	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input 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
Sensory tools, adaptive equipment and play equipment	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 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
KIS 4.b Health and wellbeing	Further develop a safe and respectful environment for all students with a focus on resilience			
Actions	Wellbeing programmes around resilience			
Outcomes	Whole school involvement in programmes but with an emphasis on providing programmes at varying age and need levels			

Success Indicators	Student feedback from programmes will be positive Students will feel engaged and connected and feel that there is a significant adult at school with whom they can speak			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Resilience programmes	<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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$71,851.29	\$71,000.00	\$851.29
Disability Inclusion Tier 2 Funding	\$83,763.15	\$83,000.00	\$763.15
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.00	\$0.38
Total	\$186,261.82	\$184,647.00	\$1,614.82

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Small groups identified for Literacy and Numeracy groups - ES staff employed to support testing	\$4,000.00
Essential Assessment development - support for PD or CRT	\$2,000.00
Employment of a teacher to support MYLNS	\$20,000.00
Employment of ES staff to support class teachers in Literacy and Numeracy	\$20,000.00
Employment of a counsellor for delivery of on-site counselling	\$17,500.00
Wellbeing activities - whole school or small group	\$13,147.00
Development of surveys - staff and student engagement (may involve buying survey monkey)	\$1,500.00
Elevate study skills programme	\$4,000.00
Reading training and resources	\$4,500.00

VCE Revision lectures - use of Equity funding, if needed	\$4,500.00
Whole staff access to a day of information on disability inclusion, the process, the collection of evidence and the profile meetings.	\$8,000.00
Employment of a classroom aide to support students on Tier 2 level	\$43,000.00
Employment of a disability inclusion coordinator	\$10,000.00
Sensory tools, adaptive equipment and play equipment	\$30,000.00
Resilience programmes	\$10,000.00
Totals	\$192,147.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Small groups identified for Literacy and Numeracy groups - ES staff employed to support testing	from: Term 1 to: Term 1	\$4,000.00	<input checked="" type="checkbox"/> School-based staffing
Essential Assessment development - support for PD or CRT	from: Term 1 to: Term 3	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Employment of a teacher to support MYLNS	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing

Employment of ES staff to support class teachers in Literacy and Numeracy	from: Term 1 to: Term 4	\$13,000.00	<input checked="" type="checkbox"/> School-based staffing
Development of surveys - staff and student engagement (may involve buying survey monkey)	from: Term 2 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Assets
Elevate study skills programme	from: Term 1 to: Term 3	\$4,000.00	<input checked="" type="checkbox"/> Support services
Reading training and resources	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources. <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
VCE Revision lectures - use of Equity funding, if needed	from: Term 4 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Support services
Sensory tools, adaptive equipment and play equipment	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Resilience programmes	from: Term 1 to: Term 3	\$2,500.00	<input checked="" type="checkbox"/> Support services
Totals		\$71,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of ES staff to support class teachers in Literacy and Numeracy	from: Term 1 to: Term 4	\$7,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Whole staff access to a day of information on disability inclusion, the process, the collection of evidence and the profile meetings.	from: Term 3 to: Term 3	\$8,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Employment of a classroom aide to support students on Tier 2 level	from: Term 1 to: Term 4	\$43,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
Employment of a disability inclusion coordinator	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator
Sensory tools, adaptive equipment and play equipment	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Literacy aids • Sensory resources • Communication equipment/software • Inclusive recreation equipment and resources

Totals		\$83,000.00	
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Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Employment of a counsellor for delivery of on-site counselling	from: Term 1 to: Term 4	\$17,500.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Wellbeing activities - whole school or small group	from: Term 2 to: Term 3	\$13,147.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Totals		\$30,647.00	

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
Essential Assessment development - support for PD or CRT	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> Off-site Not sure where - may end up being Webex
Implementation of student feedback surveys to staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Development of surveys - staff and student engagement (may involve buying survey monkey)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
P&D - process to use survey results as a basis of discussion regarding teaching practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff access to a day of information on disability inclusion, the process, the collection of evidence and the profile meetings.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Regional DI staff	<input checked="" type="checkbox"/> Off-site Venue to be decided - Bendigo maybe

	<input checked="" type="checkbox"/> Wellbeing Team					
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