

2024 Annual Implementation Plan

for improving student outcomes

Euroa Secondary College (7820)



Submitted for review by Leanne Winfield (School Principal) on 08 February, 2024 at 12:05 PM
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 08 February, 2024 at 12:23 PM
Endorsed by Juana McKeachie (School Council President) on 11 February, 2024 at 06:40 PM

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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	

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

Support and resources	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	

Future planning	<p>We are progressing well on our 4 year goals, however we need to address the results of the AToSS which are much lower than PIVOT surveys. We have had broad focuses in 2023 and want to narrow these in 2024 as we feel that too many areas mean that we don't shift as much as we would like in some areas.</p> <p>Draft thoughts for 2024 for feedback</p> <p>Reading/Writing</p> <p>Differentiation - data, instructional practice</p>
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	Student Wellbeing - The Resilience Project - Pastoral Care Student Leadership - community connections
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase PAT Mathematics 2023 Mean score 7-10 from 131.0 to 137.5 (5% increase) Increase PAT Reading 2023 Mean score 7-10 from 128.5 to 134.9 (5% increase) To provide accurate Teacher Judgements In English and Maths using multiple sources of data and moderation To increase School Connectedness from 31% (2023)</p>
<p>Improve learning outcomes through responsive practices and differentiated curriculum programs.</p>	Yes	<p>By 2026, increase the proportion of Year 9 students making and above NAPLAN benchmark growth in:</p> <ul style="list-style-type: none"> • Reading from 72.4 per cent in 2021 to 80 per cent • Writing from 71.2 per cent in 2021 to 80 per cent • Numeracy from 77.8 per cent in 2021 to 80 per cent 	N/A
		<p>By 2026, increase the proportion of Year 9 students making at and above the expected level in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 57 per cent in 2021 to 70 per cent • Writing from 40 per cent in 2021 to 70 per cent • Numeracy from 69 per cent in 2021 to 80 per cent 	<p>Increase the percentage of students in the exceeding proficiency in Year nine Reading from 8% and in strong from 38% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Numeracy from 6% and strong from 60% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Writing from 15% and strong 45% (2023)</p>

		<p>By 2026, increase the proportion of Year 9 students maintained in the top two bands in NAPLAN for:</p> <ul style="list-style-type: none"> • Reading from 40 per cent in 2021 to 75 per cent • Writing from 25 per cent in 2021 to 75 per cent • Numeracy from 14 per cent in 2021 to 75 per cent 	N/A
		<p>By 2026, increase the VCE mean study score for the following subject areas:</p> <ul style="list-style-type: none"> • In English from 24.86 in 2021 to 28 • In Further Maths from 24.62 in 2021 to 28 • All study score from 25.03 in 2021 to 28 	In VCE English increase the mean study score to 26 In VCE General Maths increase the mean study score to 26 In VCE increase the all study score to 26
		<p>By 2026, increase the per cent of positive endorsement on the following AToSS factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 52 per cent in 2021 to 60 per cent • Differentiated learning challenge from 61 per cent in 2021 to 70 per cent 	Increase Stimulated Learning to 52% from 42% in 2023 Increase Differentiated Learning Challenge to 61% from 47% in 2023 PIVOT survey: The teacher gives me choices about the work I do. Increase the average to exceed 4.53/6 in 2024 The teacher explains things in a way I can understand. Increase the average to exceed 4.80/6 in 2024 The teacher makes learning interesting. Increase the average to exceed 4.66/6 in 2024 The teacher's feedback helps me improve. Increase the average to exceed 4.81/6 in 2024
		<p>By 2026, increase the percentage positive endorsement on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 29 per cent in 2021 to 50 per cent • Collective efficacy from 46 per cent in 2021 to 54 per cent • Academic emphasis from 25 per cent in 2021 to 33 per cent • Monitoring effectiveness of using data from 45 per cent in 2021 to 55 per cent 	Maintain or increase Teacher Collaboration from 58% in 2023 Maintain or increase Collective Efficacy from 54% Maintain or increase Academic Emphasis from 44% Maintain or increase Monitoring effectiveness of using data from 73%

Empower students to be engaged learners and leaders in their academic, vocational and capability learning.	Yes	By 2026, increase the percentage of students with less than 20 days absent per year from 59 per cent in 2021 to 75 per cent	To increase the percentage of students with less than 20 days absent from 42% (2023) to 60% in 2024
		By 2026, increase the percentage positive endorsement for the following AToSS factors: <ul style="list-style-type: none"> • Student voice and agency from 39 per cent in 2021 to 47 per cent • School connectedness from 48 per cent in 2021 to 56 per cent • Respect for diversity from 42 per cent in 2021 to 50 per cent 	Increase Student Voice and Agency from 33% Increase Respect for Diversity from 30%
		By 2026, increase the percentage positive endorsement on the School Staff Survey for the following factors: <ul style="list-style-type: none"> • Use of student feedback to inform teaching practice from 27 per cent in 2021 to 50 per cent • Trust in students and parents from 43 per cent in 2021 to 50 per cent 	Maintain or increase Trust in students and parents from 62% Maintain or increase Use of student feedback to inform Teaching and Learning from 76.9%
		Increase students' social and emotional wellbeing as measured by the per cent of students at or above the expected level in the Personal and Social capability of the Victorian Curriculum from 2022 benchmark to XX** per cent by 2025. **TBC after benchmark established.	Increase the measure of at or above the Victorian Curriculum level to 75% in each of the capabilities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1-month target	Increase PAT Mathematics 2023 Mean score 7-10 from 131.0 to 137.5 (5% increase) Increase PAT Reading 2023 Mean score 7-10 from 128.5 to 134.9 (5% increase)

	To provide accurate Teacher Judgements In English and Maths using multiple sources of data and moderation To increase School Connectedness from 31% (2023)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	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	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.		
Goal 2	Improve learning outcomes through responsive practices and differentiated curriculum programs.	
12-month target 2.1-month target	N/A	
12-month target 2.2-month target	Increase the percentage of students in the exceeding proficiency in Year nine Reading from 8% and in strong from 38% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Numeracy from 6% and strong from 60% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Writing from 15% and strong 45% (2023)	
12-month target 2.3-month target	N/A	
12-month target 2.4-month target	In VCE English increase the mean study score to 26 IN VCE General Maths increase the mean study score to 26 In VCE increase the all study score to 26	

12-month target 2.5-month target	<p>Increase Stimulated Learning to 52% from 42% in 2023 Increase Differentiated Learning Challenge to 61% from 47% in 2023</p> <p>PIVOT survey: The teacher gives me choices about the work I do. Increase the average to exceed 4.53/6 in 2024</p> <p>The teacher explains things in a way I can understand. Increase the average to exceed 4.80/6 in 2024</p> <p>The teacher makes learning interesting. Increase the average to exceed 4.66/6 in 2024</p> <p>The teacher's feedback helps me improve. Increase the average to exceed 4.81/6 in 2024</p>
12-month target 2.6-month target	<p>Maintain or increase Teacher Collaboration from 58% in 2023 Maintain or increase Collective Efficacy from 54% Maintain or increase Academic Emphasis from 44% Maintain or increase Monitoring effectiveness of using data from 73%</p>
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	<p>Strengthen effective teacher collaboration including in the integration of assessment, curriculum and pedagogy.</p> <p>Yes</p>
KIS 2.b Leadership	<p>Increase the capacity of the senior leadership team and mid-level leadership in the areas of instructional practice, data literacy and the implementation of PLCs.</p> <p>No</p>
KIS 2.c Teaching and learning	<p>Develop, document and embed a teaching and learning program and pathways that reflect the needs of students, including the critical and creative, personal and social, ethical and intercultural and wellbeing capabilities.</p> <p>No</p>
<p>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.</p>	<p>As a result of the low AToSS survey data, we have decided to focus on effective teacher collaboration on differentiation in curriculum documentation and use, pedagogy and assessment as we believe this is the area where we need to develop consistency within our Domains and within class rooms and will have the most positive impact on student learning. We will do this through the PLC process.</p>

Goal 3	Empower students to be engaged learners and leaders in their academic, vocational and capability learning.	
12-month target 3.1-month target	To increase the percentage of students with less than 20 days absent from 42% (2023) to 60% in 2024	
12-month target 3.2-month target	Increase Student Voice and Agency from 33% Increase Respect for Diversity from 30%	
12-month target 3.3-month target	Maintain or increase Trust in students and parents from 62% Maintain or increase Use of student feedback to inform Teaching and Learning from 76.9%	
12-month target 3.4-month target	Increase the measure of at or above the Victorian Curriculum level to 75% in each of the capabilities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Strengthen student agency including the role of student leaders in the school.	No
KIS 3.b Engagement	Further develop the pastoral care program and elevate the wellbeing and personal and social capabilities curriculum.	Yes
KIS 3.c Support and resources	Further engage students, families and the wider local community in the life of the school and strengthen communication.	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.	This focus has been selected as the Pastoral Care Program will increase students' attendance, engagement in learning as well as their wellbeing. We also hope that it will have a positive influence on the student feedback that we receive through the AToSS.	

Define actions, outcomes, success indicators and activities

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Increase PAT Mathematics 2023 Mean score 7-10 from 131.0 to 137.5 (5% increase) Increase PAT Reading 2023 Mean score 7-10 from 128.5 to 134.9 (5% increase) To provide accurate Teacher Judgements In English and Maths using multiple sources of data and moderation To increase School Connectedness from 31% (2023)
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Provide learning support and differentiation for all students to ensure they grow and thrive in their learning. Use PLC for staff to collaboratively adapt units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disability Continue to implement Professional Learning for numeracy and literacy across subject areas
Outcomes	Teachers will confidently and accurately identify student learning needs of all of their students Teachers will provide students with the opportunity to work at their level using differentiated resources Teachers will incorporate strategies for literacy and numeracy learning in their teaching Education Support staff provide high quality support to teachers and students in the classroom Students will be supported to learn at point of need Students will experience success and celebrate the acquisition of knowledge and skills Leaders will create a framework for adaptation of units of work to include differentiation in PLC Domains Leaders will deliver Professional Learning for Use of Data, Numeracy and Literacy supports for differentiation in teaching and learning

Success Indicators	<p>Early Indicators: Student feedback on differentiation, the instructional model, and use of common strategies: PIVOT surveys Classroom observations and learning walks demonstrating use of strategies from professional: Peer Learning Walks and Leadership Learning Walks Differentiated curriculum documents and evidence of student learning at different levels: PLC work for differentiation NAPLAN Data</p> <p>Late indicators PAT Data - annually in August AToSS Data: Stimulated Learning and Differentiated Learning Challenge</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PL for Staff in Staff Meetings on differentiation, literacy, numeracy and PLC meetings	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
DI leader learning walks to observe students in classes and create IEPs and Leadership Learning Walks	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
PIVOT Survey Data to measure This teacher gives me choices about the work I do	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>This teacher explains things in a way I can understand This teacher helps me focus on learning This teacher provides work at a level where I can succeed</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Tutoring and MYLNS support for students at their level of need	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop whole school processes and understanding to support the implementation of Disability Inclusion. Revamp IEPs and implement the process for developing effective IEPs for Tier 2 and 3 students that meet the DE guidelines and requirements.			
Outcomes	Develop whole school processes and understanding to support the implementation of Disability Inclusion Leaders will complete DET PL/Network Wellbeing CoPs, facilitate whole school professional learning, implement proactive wellbeing programs and oversee the implementation of our approach to DI including the gathering of evidence and accurate documentation. Principal Class will ensure all students under the revised funding model are provided with the appropriate support and have the required documentation in place to support their learning needs. Teachers will complete DET/school PL, document evidence of student behaviour and implement and utilise the agreed adjustment and supports within their teaching and learning program. Students will be active participants in the SSGs and the development of IEPs to ensure that they fully understand their learning goals and increase student voice and agency through the process. Revamp IEPs and implement the process for developing effective IEPs for Tier 2 and 3 students that meet the DE guidelines and requirements. Leaders will oversee and participate in the process of developing IEPs that meet DE guidelines and the facilitation of effective SSGs that will occur each term. DI Leader will present PL, communicate with relevant staff, conduct student observations, develop IEPs and facilitate SSGs including			

	<p>relevant staff in the process. Teachers will participate in the development of goals for the students they teach and implement the outlined strategies in IEPs to support these students to meet and achieve learning outcomes in their classroom. Students will be actively aware of their IEP and the goals and strategies that they will utilise in class.</p>			
Success Indicators	<p>Early Indicators Completed IEPs Student support documented and provided Student learning growth monitored and celebrated</p> <p>Late Indicators Internal Review of Disability Inclusion implementation AToSS survey improvement in Differentiated Learning Challenge (increase from 46%) and Learning Confidence (increase from 53%)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement Disability Inclusion process	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Development of IEPs, SSGs and student support provided	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Staff Training in Disability Inclusion	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00

Goal 2	Improve learning outcomes through responsive practices and differentiated curriculum programs.
12-month target 2.1 target	N/A
12-month target 2.2 target	Increase the percentage of students in the exceeding proficiency in Year nine Reading from 8% and in strong from 38% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Numeracy from 6% and strong from 60% (2023) Increase the percentage of students in the exceeding proficiency in Year nine Writing from 15% and strong 45% (2023)
12-month target 2.3 target	N/A
12-month target 2.4 target	In VCE English increase the mean study score to 26 IN VCE General Maths increase the mean study score to 26 In VCE increase the all study score to 26
12-month target 2.5 target	Increase Stimulated Learning to 52% from 42% in 2023 Increase Differentiated Learning Challenge to 61% from 47% in 2023 PIVOT survey: The teacher gives me choices about the work I do. Increase the average to exceed 4.53/6 in 2024 The teacher explains things in a way I can understand. Increase the average to exceed 4.80/6 in 2024 The teacher makes learning interesting. Increase the average to exceed 4.66/6 in 2024 The teacher's feedback helps me improve. Increase the average to exceed 4.81/6 in 2024
12-month target 2.6 target	Maintain or increase Teacher Collaboration from 58% in 2023 Maintain or increase Collective Efficacy from 54% Maintain or increase Academic Emphasis from 44% Maintain or increase Monitoring effectiveness of using data from 73%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen effective teacher collaboration including in the integration of assessment, curriculum and pedagogy.

secondary pathways, incorporating extra-curricula programs				
Actions	Collaborate on pedagogy and assessment (curriculum documentation completed and will be adapted to include documented differentiation).			
Outcomes	<p>Leaders will collaborate on the documentation of instructional model - differentiation and assessment in Teaching and Learning and PLC and Year Level meetings</p> <p>Leaders will provide release for teachers to complete learning walks</p> <p>Teachers will work on documentation of the instructional model - differentiation and assessment in Domains</p> <p>Teachers will complete learning walks in relation to pedagogy in an area of their need</p> <p>Teachers will complete moderation and meetings with multiple sources of data to improve teacher judgements</p> <p>Teachers will provide PIVOT surveys to students in relation to instruction, differentiation and assessment</p> <p>Students will complete work at their level of need and be assessed at this level to show learning growth</p> <p>Students will complete PIVOT surveys to provide feedback to teachers and the school</p>			
Success Indicators	<p>Early indicators</p> <p>PIVOT Data from students and actions/coaching as a follow up where needed</p> <p>Documented differentiation and assessment in Teaching and Learning and Domains</p> <p>Learning Walk reflections of teachers and actions/coaching as a follow up where needed</p> <p>Late indicators</p> <p>PIVOT surveys</p> <p>AToSS Data: Stimulated Learning and Differentiated Learning Challenge</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PL for PLC Leaders in Teaching and Learning Meetings	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00

	<input checked="" type="checkbox"/> Teaching and learning coordinator			
Use PLC Meetings to investigate an element of differentiation in curriculum, pedagogy and assessment - document and implement	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Peer Learning Walks	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Complete PIVOT surveys	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Leaders will complete Learning Walks for classroom processes, including Instructional Model, Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Goal 3	Empower students to be engaged learners and leaders in their academic, vocational and capability learning.			
12-month target 3.1 target	To increase the percentage of students with less than 20 days absent from 42% (2023) to 60% in 2024			
12-month target 3.2 target	Increase Student Voice and Agency from 33% Increase Respect for Diversity from 30%			
12-month target 3.3 target	Maintain or increase Trust in students and parents from 62% Maintain or increase Use of student feedback to inform Teaching and Learning from 76.9%			

12-month target 3.4 target	Increase the measure of at or above the Victorian Curriculum level to 75% in each of the capabilities
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Further develop the pastoral care program and elevate the wellbeing and personal and social capabilities curriculum.
Actions	Further develop a whole school approach to the school's Pastoral Care Program: physical/social/ emotional/cultural/civic wellbeing Re-evaluate the effective use of our Respectful Relationships curriculum and proactive wellbeing programs within our school. Continue to embed a tiered social regulation / engagement process: Schoolwide Positive Behaviour Support (SWPBS) framework
Outcomes	Leaders will facilitate professional learning for staff in the Resilience Project, SWPBS processes, Respectful Relationships Teachers will complete professional development, become familiar with the content, facilitate Pastoral Care sessions with fidelity Teachers will model the use of key strategies from The Resilience Project, Respectful Relationships and SWPBS when engaging with students in Pastoral Care and with all members of the school community. Students will actively engage and participate in the content and demonstrate key learning within their actions at school and within the school and local community. Students will feel supported and engaged in homegroups and contribute to a strong classroom culture Students will have strong relationships with peers/staff
Success Indicators	Early indicators Student, parent/carer and staff pre and post survey support results Student engagement and assessment data Samples of student responses in the Pastoral Care Program Pulse data from Compass shows improvement from 2023 Late indicators Personal and Social Capabilities Curriculum Attendance data Health and Wellbeing dashboard Students, staff and parent perception survey results

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement The Resilience Project in Pastoral Care	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" 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"/> Schools Mental Health Menu items will be used which may include DET funded or free items
The Resilience Project PL	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00
Continue work on SWPBS and Respectful Relationships processes and learning	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$294,579.75	\$294,579.75	\$0.00
Disability Inclusion Tier 2 Funding	\$150,980.21	\$150,980.21	\$0.00
Schools Mental Health Fund and Menu	\$41,519.60	\$41,519.60	\$0.00
Total	\$487,079.56	\$487,079.56	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
PL for Staff in Staff Meetings on differentiation, literacy, numeracy and PLC meetings	\$2,000.00
DI leader learning walks to observe students in classes and create IEPs and Leadership Learning Walks	\$10,000.00
Implement Disability Inclusion process	\$30,000.00
Implement The Resilience Project in Pastoral Care	\$30,000.00
Totals	\$72,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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PL for Staff in Staff Meetings on differentiation, literacy, numeracy and PLC meetings	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Implement The Resilience Project in Pastoral Care	from: Term 1 to: Term 4	\$25,000.75	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$45,000.75	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
PL for Staff in Staff Meetings on differentiation, literacy, numeracy and PLC meetings	from: Term 1 to: Term 4	\$25,000.09	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> •
DI leader learning walks to observe students in classes and create IEPs and Leadership Learning Walks	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Implement Disability Inclusion process	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers
Totals		\$85,000.09	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implement The Resilience Project in Pastoral Care	from: Term 1 to: Term 4	\$41,519.60	<input checked="" type="checkbox"/> The Resilience Project This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$41,519.60	

Additional funding planner – Total Budget

Activities and milestones	Budget
Youth Worker	\$90,000.00
VET Shortfall	\$30,000.00
Partnerships/connections local primary schools/Shire council/local businesses	\$30,000.00
Diversity Inclusive Leader	\$65,000.00
Year Level Co-ordinators, Sub School Leaders	\$61,000.00
Additional Wellbeing Support	\$18,579.00
Totals	\$294,579.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Youth Worker	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> School-based staffing
VET Shortfall	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Partnerships/connections local primary schools/Shire council/local businesses	from: Term 1 to: Term 4	\$30,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Diversity Inclusive Leader	from: Term 1 to: Term 4	\$0.00	
Year Level Co-ordinators, Sub School Leaders	from: Term 1 to: Term 4	\$61,000.00	<input checked="" type="checkbox"/> School-based staffing
Additional Wellbeing Support	from: Term 1 to: Term 3	\$18,579.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$249,579.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Youth Worker	from: Term 1 to: Term 4	\$0.00	
VET Shortfall	from: Term 1 to: Term 4	\$0.00	
Partnerships/connections local primary schools/Shire council/local businesses	from: Term 1 to: Term 4	\$980.12	<input checked="" type="checkbox"/> Other •
Diversity Inclusive Leader	from: Term 1 to: Term 4	\$65,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Year Level Co-ordinators, Sub School Leaders	from: Term 1 to: Term 4	\$0.00	
Additional Wellbeing Support	from: Term 1 to: Term 3	\$0.00	
Totals		\$65,980.12	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Youth Worker	from: Term 1 to: Term 4	\$0.00	
VET Shortfall	from: Term 1 to: Term 4	\$0.00	
Partnerships/connections local primary schools/Shire council/local businesses	from: Term 1 to: Term 4	\$0.00	
Diversity Inclusive Leader	from: Term 1 to: Term 4		
Year Level Co-ordinators, Sub School Leaders	from: Term 1 to: Term 4	\$0.00	
Additional Wellbeing Support	from: Term 1 to: Term 3	\$0.00	
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
PL for Staff in Staff Meetings on differentiation, literacy, numeracy and PLC meetings	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<input checked="" type="checkbox"/> On-site
PIVOT Survey Data to measure This teacher gives me choices about the work I do This teacher explains things in a way I can understand This teacher helps me focus on learning	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 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"/> Learning specialist	<input checked="" type="checkbox"/> On-site

This teacher provides work at a level where I can succeed						
DI leader learning walks to observe students in classes and create IEPs and Leadership Learning Walks	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Implement Disability Inclusion process	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff Training in Disability Inclusion	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PL for PLC Leaders in Teaching and Learning Meetings	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Use PLC Meetings to investigate an element of differentiation in curriculum, pedagogy and assessment - document and implement	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Peer Learning Walks	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Complete PIVOT surveys	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 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"/> Learning specialist	<input checked="" type="checkbox"/> On-site

Leaders will complete Learning Walks for classroom processes, including Instructional Model, Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Implement The Resilience Project in Pastoral Care	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site
The Resilience Project PL	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants The Resilience Project	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Year level co-ordinator(s)					
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