2022 Annual Implementation Plan

for improving student outcomes

Blackburn High School (7610)

Blackburn HIGH SCHOOL

Submitted for review by Joanna Alexander (School Principal) on 17 December, 2021 at 03:50 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 22 December, 2021 at 10:00 AM
Endorsed by Geoff Hugo (School Council President) on 24 December, 2021 at 10:47 AM

Self-evaluation Summary - 2022

	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	Evolving
	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

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

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

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

Enter your reflective comments	The most salient areas for work in 2022 to improve student outcomes are as follows: - Development and implementation of a whole school Instructional Model for teaching and learning - Re-introduction of Classroom observations based on the Instructional Model - Focus on Numeracy through improving teacher's pedagogical implementation of Maths Pathways and improved work with the MYLNS and Tutor Learning Programs - Further development of the Well-being Team

Considerations for 2022	There continue to be a significant number of students across the school who have lost learning confidence throughout the last two years of lockdowns. Some students have not grown in their maturity or understanding of how to work effectively with their peers due to being isolated and disengaged during long stretches of online learning. The school also has a number of families who are hesitant in vaccinating their children and it is anticipated that this could become problematic in the future for off-campus activities and school events that invite families to participate. The school's new leadership team has a number of members who are in their first year as leading teachers and some who are also new to the school. their induction, mentoring and support will be critical for their success and effectiveness as leaders in the school.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilize available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate.
Target 2.1	By 2024, the proportion of Year 10 students assessed as at or above Victorian Curriculum Level 10, in all learning areas, to increase to 85 per cent (NB, the 2020 Writing and Number proportions were 72 per cent and 61 percent respectively).
Target 2.2	By 2024, the percentage of Year 9 students assessed as meeting or above NAPLAN benchmark growth will increase: • in Reading from 75 per cent in 2021 to 80 per cent • in Writing from 75 per cent in 2021 to 80 per cent • in Numeracy from 58 per cent in 2021 to 75 per cent.
Target 2.3	By 2024, the percentage of VCE English Study scores of 37 or more will increase from 13 per cent in 2020 to ≥ 16 per cent.

Target 2.4	By 2024, the percentage of Year 12 students exiting to further studies or employment will increase from a 2018-20 average of 89 per cent to 100 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and embed a whole school instructional model based on an evidence-based approach to curriculum, assessment, teaching and learning, and aligned with the Victorian Curriculum in every classroom.
Key Improvement Strategy 2.b Instructional and shared leadership	Review the school leadership model to ensure an instructional leadership focus on guiding, directing, and supporting the improvement of teacher practice and student learning (through the Instructional Model).
Key Improvement Strategy 2.c Building practice excellence	Create an organisational design that supports teachers to collaboratively build school capacity to implement the instructional model (and that provides feedback for them to continuously improve their practice and the performance of their students).
Key Improvement Strategy 2.d Building practice excellence	Continue senior secondary practices designed to collaboratively build teacher capacity to continuously improve their practice and the performance of their students.
Goal 3	To create empowered and curious learners who are creative and critical thinkers.
Target 3.1	By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase to at least 80 percent

Target 3.2	By 2024, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:
	
	• in the Learner Characteristics and Disposition domain
	    ○ Learning confidence factor from 59 per cent in 2021 to at or above 7o per cent
	    ○ Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 80 per cent

	o Motivation and interest factor,
	    ▪ 'things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 75 per cent
	    ▪ 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 65 per cent
	• in the Social Engagement domain
	    o Student voice and agency factor from 38 per cent in 2021 to at or above 55 per cent

Key Improvement Strategy 3.a Empowering students and building school pride	Develop an agreed school-wide understanding of student agency, voice and leadership.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Embed a pedagogical strategy that extends and engages all students including high ability students, within the instructional model with a focus on the meta-cognition High Impact Teaching Strategy.
Key Improvement Strategy 3.c Curriculum planning and assessment	Implement and assess a STEM pedagogical approach through the Victorian Curriculum capabilities of Critical and Creative Thinking.
Goal 4	To develop resilient students who display behaviours and attitudes that reflect the school values.

Target 4.1	By 2024, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
	
	• Student safety domain
	    o Respect for diversity—from 44 per cent in 2021 to at or above 70 per cent
	    o Advocate at school—from 64 per cent in 2021 to at or above 75 per cent
	• Effective teaching practice for cognitive engagement domain
	    o Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 65 per cent
	• Social engagement domain
	    o School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent

Target 4.2	By 2024, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 15 per cent and 75 per cent respectively.
Target 4.3	By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 80 percent
Key Improvement Strategy 4.a Health and wellbeing	Review and strengthen the Mentor Group program.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Amalgamate the School Wide Positive Behaviours Support Program and the school's Student Engagement Guidelines.
Key Improvement Strategy 4.c Curriculum planning and assessment	Investigate and implement an approach to implementing and assessing the Victorian Curriculum Personal and Social Capability.

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | Yes | Support for the 2022 Priorities | Identify and track student learning growth, positive engagement and overall well-being across the school. Continue to implement and monitor the effectiveness of the MYLNS and Tutor Learning Programs to improve student learning outcomes. |
| To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate. | Yes | By 2024, the proportion of Year 10 students assessed as at or above Victorian Curriculum Level 10, in all learning areas, to increase to 85 per cent (NB, the 2020 Writing and Number proportions were 72 per cent and 61 percent respectively). | 70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum.

Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model. |

		By 2024, the percentage of Year 9 students assessed as meeting or above NAPLAN benchmark growth will increase: • in Reading from 75 per cent in 2021 to 80 per cent • in Writing from 75 per cent in 2021 to 80 per cent • in Numeracy from 58 per cent in 2021 to 75 per cent.	100% of Maths Pathways students will master an average of 5 modules per cycle (167% growth) 70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum.
		By 2024, the percentage of VCE English Study scores of 37 or more will increase from 13 per cent in 2020 to ≥ 16 per cent.	Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model.
		By 2024, the percentage of Year 12 students exiting to further studies or employment will increase from a 2018-20 average of 89 per cent to 100 per cent.	By the end of 2022, all student destination data will be accurately tracked. The Pathways and Well-being Teams will work with students to ensure they select positive pathways increasing the number of students moving on to work or study to 95%.
To create empowered and curious learners who are creative and critical thinkers.	Yes	By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected VC Critical and Creative Thinking achievement standards will increase to at least 80 percent	By the end of 2022, all relevant learning areas will identify areas of their curriculum that support students to develop their critical and creative thinking skills. Each year level in these subjects will engage in learning tasks that build these skills in their learning area. The Semester 2 reports will include this strand for each of these learning areas.
		By 2024, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase: • in the Learner Characteristics and Disposition domain	By the end of 2022, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase:

		- Learning confidence factor from 59 per cent in 2021 to at or above 7o per cent - Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 80 per cent - Motivation and interest factor, 'things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 75 per cent 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 65 per cent - in the Social Engagement domain - Student voice and agency factor from 38 per cent in 2021 to at or above 55 per cent	in the Learner Characteristics and Disposition domain Learning confidence factor from 59 per cent in 2021 to at or above 65 per cent Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 55 per cent Motivation and interest factor, 'things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 60 per cent 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 55 per cent in the Social Engagement domain Student voice and agency factor from 38 per cent in 2021 to at or above 43 per cent
To develop resilient students who display behaviours and attitudes that reflect the school values.	Yes	By 2024, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: - Student safety domain - Respect for diversity—from 44 per cent in 2021 to at or above 70 per cent - Advocate at school—from 64 per cent in 2021 to at or above 75 per cent - Effective teaching practice for cognitive engagement domain - Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 65 per cent - Social engagement domain	By 2022, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: Student safety domain Respect for diversity—from 44 per cent in 2021 to at or above 55 per cent Advocate at school—from 64 per cent in 2021 to at or above 68 per cent Effective teaching practice for cognitive engagement domain Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 50 per cent Social engagement domain

		o School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent	School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent
		By 2024, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 15 per cent and 75 per cent respectively.	By 2022, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 10 per cent and 70 per cent respectively.
		By 2024, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 80 percent	By 2022, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 50 percent

Goal 1	Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	Identify and track student learning growth, positive engagement and overall well-being across the school. Continue to implement and monitor the effectiveness of the MYLNS and Tutor Learning Programs to improve student learning outcomes.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilize 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 2022.	
Goal 2	To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate.	
12 Month Target 2.1	70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum. Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model.	
12 Month Target 2.2	100% of Maths Pathways students will master an average of 5 modules per cycle (167% growth) 70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum.	
12 Month Target 2.3	Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model.	
12 Month Target 2.4	By the end of 2022, all student destination data will be accurately tracked. The Pathways and Well-being Teams will work with students to ensure they select positive pathways increasing the number of students moving on to work or study to 95%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Develop and embed a whole school instructional model based on an evidence-based approach to curriculum, assessment, teaching and learning, and aligned with the Victorian Curriculum in every classroom.	Yes
KIS 2 Instructional and shared leadership	Review the school leadership model to ensure an instructional leadership focus on guiding, directing, and supporting the improvement of teacher practice and student learning (through the Instructional Model).	Yes
KIS 3 Building practice excellence	Create an organisational design that supports teachers to collaboratively build school capacity to implement the instructional model (and that provides feedback for them to continuously improve their practice and the performance of their students).	No
KIS 4 Building practice excellence	Continue senior secondary practices designed to collaboratively build teacher capacity to continuously improve their practice and the performance of their students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school will be implementing a new Instructional Model in 2022 which will support our continuing focus on improving student outcomes in Literacy and Numeracy. Currently, Victorian Curriculum Teacher Judgment has student growth in key areas of English and Maths at approximately 50-60% percent growth at or above level. In order to support student engagement with their learning, as outlined in the SSP, it is imperative that students experience success and growth in Literacy and Numeracy. Staff Survey data has indicated a need for an Instructional Model and greater professional development in engaging with and applying a model. With regard to Numeracy, there has been a significant disparity between student progress in Maths Pathways which is used in Years 7-9 and teacher judgment against the Victorian Curriculum. On balance judgments will better reflect student progress against the Victorian Curriculum Achievement Standards. Larger aims are to develop all teachers as teachers of literacy and numeracy.	
Goal 3	To create empowered and curious learners who are creative and critical thinkers.	
12 Month Target 3.1	By the end of 2022, all relevant learning areas will identify areas of their curriculum that support students to develop their critical and creative thinking skills. Each year level in these subjects will engage in learning tasks that build these skills in their learning area. The Semester 2 reports will include this strand for each of these learning areas.	

12 Month Target 3.2	By the end of 2022, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase: in the Learner Characteristics and Disposition domain Learning confidence factor from 59 per cent in 2021 to at or above 65 per cent Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 55 per cent Motivation and interest factor, 'things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 60 per cent 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 55 per cent in the Social Engagement domain Student voice and agency factor from 38 per cent in 2021 to at or above 43 per cent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop an agreed school-wide understanding of student agency, voice and leadership.	Yes
KIS 2 Evidence-based high-impact teaching strategies	Embed a pedagogical strategy that extends and engages all students including high ability students, within the instructional model with a focus on the meta-cognition High Impact Teaching Strategy.	Yes
KIS 3 Curriculum planning and assessment	Implement and assess a STEM pedagogical approach through the Victorian Curriculum capabilities of Critical and Creative Thinking.	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.	We see these three elements as inseparable to achieving our overarching goal. The School Review of 2021 helped us to clearly identified and articulate the vision and mission of our school to support our students to attain the skills and dispositions required to have positive future pathways in an increasingly unpredictable and technology focused world.	
Goal 4	To develop resilient students who display behaviours and attitudes that reflect the school values.	

12 Month Target 4.1	By 2022, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: Student safety domain Respect for diversity—from 44 per cent in 2021 to at or above 55 per cent Advocate at school—from 64 per cent in 2021 to at or above 68 per cent Effective teaching practice for cognitive engagement domain Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 50 per cent Social engagement domain School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent	
12 Month Target 4.2	By 2022, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 10 per cent and 70 per cent respectively.	
12 Month Target 4.3	By 2022, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 50 percent	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Review and strengthen the Mentor Group program.	Yes
KIS 2 Setting expectations and promoting inclusion	Amalgamate the School Wide Positive Behaviours Support Program and the school's Student Engagement Guidelines.	Yes
KIS 3 Curriculum planning and assessment	Investigate and implement an approach to implementing and assessing the Victorian Curriculum Personal and Social Capability capability.	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.	These three key improvement strategies provide the positive foundation necessary to ensure a safe and nurturing environment for students to learn and develop.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Identify and track student learning growth, positive engagement and overall well-being across the school. Continue to implement and monitor the effectiveness of the MYLNS and Tutor Learning Programs to improve student learning outcomes.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	- Review, refine and implement the Tutor Learning Program - Continue to implement, monitor and improve the MYLNS initiative in the school - Continued development of the school's well-being team including the social worker employed as part of the Mental Health Practitioner initiative, the new well-being coordinator, the school's pediatric nurse and external agencies and visiting psychologists - Use the House system to ensure that every single student is known as an individual has a key person who they can speak and go to when they have concerns. Through this House system and the Mentor Group Program identify students who need greater care and support. - Ensure that every Learning Area has a focus on tracking student growth so that teachers can identify students who need greater support and intervention to improve their learning
Outcomes	Students will: - be identified and included in the TLP and MYLNS programs - be actively encouraged to participate in developing learning and positive engagement goals - be a part of monitoring their own progress and success - be supported by their teachers and parents to do this Teachers will: - work with the Tutors and MYLNS teachers to monitor and track student progress - actively work to develop strategies - and monitor their success - in re-engaging and improving students learning and well-being outcomes - work collaboratively to provide a consistent approach to supporting students

	Leaders will: - support teachers to improve their knowledge, understanding and implementation of effective strategies to support improved student outcomes - focus meetings and professional learning on activities that are effective and well known to support improved student learning outcomes - support teachers and parents in working together to improve student outcomes - ensure that students are safe and feel welcome at school and ensure that any hurdles to learning and engagement are well known and understood by all stakeholders so that effective strategies can be found to eliminate these barriers Parents/Community will: - work actively in partnership with the school to improve student outcomes
Success Indicators	- Improved student engagement (attendance, behaviour/incidents, uniform, participation) - Improved learning growth for students who have been identified as disengaged - AtoSS, NAPLAN and Vic Curriculum outcomes will be the primary data sets alongside attendance and behaviour/incident data used to track student progress.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Undertake internal professional learning	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2	Wellbeing - Effectively mobilize available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	The Wellbeing and House Teams will establish a program that will establish and implement student wellbeing program.
Outcomes	Students will: participate in the wellbeing program activities
	Teachers will: monitor student wellbeing through the mentor and academic programs
	Leaders will: evaluate the implementation of the program
	Parents/Community will: support the implementation for the program
Success Indicators	Attitude to school survey will reflect and improvement in student wellbeing. We will monitor student absences.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing professional learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To achieve quality educational outcomes for all students, ensuring they are highly literate and numerate.			

12 Month Target 2.1	70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum. Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model.
12 Month Target 2.2	100% of Maths Pathways students will master an average of 5 modules per cycle (167% growth) 70% of students in Years 7, 8 and 9 to achieve a year's growth in Writing and Reading – Victorian Curriculum.
12 Month Target 2.3	Staff survey results – disparity between 0-10 and 11+ years of experience is reduced regarding understanding of instructional model.
12 Month Target 2.4	By the end of 2022, all student destination data will be accurately tracked. The Pathways and Well-being Teams will work with students to ensure they select positive pathways increasing the number of students moving on to work or study to 95%.
KIS 1 Curriculum planning and assessment	Develop and embed a whole school instructional model based on an evidence-based approach to curriculum, assessment, teaching and learning, and aligned with the Victorian Curriculum in every classroom.
Actions	Introduce the school instructional model to teachers in term 4 of 2021.
Outcomes	Students will: develop an understanding of the school instructional model Teachers will: implement the school instructional model Leaders will: evaluate the implementation of the school instructional model Parents/Community will: support the school instructional model
Success Indicators	Successful implementation of the model

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing professional learning around the implementation of the literacy and numeracy strategies.	☑ All Staff	☑ PLP Priority	from: Term 1	$5,000.00

	to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Instructional and shared leadership	Review the school leadership model to ensure an instructional leadership focus on guiding, directing, and supporting the improvement of teacher practice and student learning (through the Instructional Model).
Actions	Introduce the school instructional model to teachers in term 4 of 2021.
Outcomes	Improvement in the AtoSS survey for stimulating learning.
Success Indicators	The classroom practice will include the components of the instructional model. Teachers will be involved in more peer observations and students will notice that other teachers are in their classes.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing professional learning around the implementation of the instructional model.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	□ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Building practice excellence	Continue senior secondary practices designed to collaboratively build teacher capacity to continuously improve their practice and the performance of their students.
Actions	Development of an agree approach to senior secondary practices designed to collaboratively build teacher capacity.
Outcomes	Students will: develop more efficacy Teachers will: implement the agreed approach to senior secondary practices Leaders will: monitor and evaluate the agreed approach to senior secondary practices Parents/Community will: support the agreed approach to senior secondary practices
Success Indicators	Senior student focus group surveys will show an improvement in efficacy. Teachers will demonstrate the agreed approach to senior secondary practices in the documentation and PDP

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Targeted professional learning around the agreed senior school practices	☑ Leadership Team	□ PLP Priority	from: Term 1 to: Term 4	$2,000.00 □ Equity funding will be used □ Disability Inclusion Tier 2 Funding will be used □ Schools Mental Health Menu items

	will be used which may include DET funded or free items
Goal 3	To create empowered and curious learners who are creative and critical thinkers.
12 Month Target 3.1	By the end of 2022, all relevant learning areas will identify areas of their curriculum that support students to develop their critical and creative thinking skills. Each year level in these subjects will engage in learning tasks that build these skills in their learning area. The Semester 2 reports will include this strand for each of these learning areas.
12 Month Target 3.2	By the end of 2022, the percentage of students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures will increase: in the Learner Characteristics and Disposition domain Learning confidence factor from 59 per cent in 2021 to at or above 65 per cent Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 55 per cent Motivation and interest factor, 'things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 60 per cent 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 55 per cent in the Social Engagement domain Student voice and agency factor from 38 per cent in 2021 to at or above 43 per cent
KIS 1 Empowering students and building school pride	Develop an agreed school-wide understanding of student agency, voice and leadership.
Actions	• Student Agency and Transition Learning Specialist to lead whole-school strategy for student agency, voice and leadership; • Expand student goal setting and reflection from the mentor program and embed into subject classes;
Outcomes	Students will: • Develop an understanding of student voice and agency, which is reflected in the classroom • Share their ideas and opinions • Actively seek feedback from teachers and peers to progress their learning and reflect on their learning experience • Give feedback to peers and teachers • Negotiate learning goals and assessment

	• Respectfully challenge others' views around learning and teaching Teachers will: • Build a classroom culture where they work in partnership with the students, so that each student's voice is heard and respected; • Seek regular feedback from students in relation to improving the learning and teaching program; • Provide a safe classroom environment where student opinions about the learning are encouraged and valued; • Provide the opportunities for students to develop a range of skills including communication and decision-making. Leaders will: • Build a whole-school culture where teachers and students work together to promote student voice that is heard and respected; • Seek regular feedback about the classroom experience from teachers and students, to help inform decision-making; • Promote a positive and safe learning environment for all members of the school community. Parents/Community will: • Work in partnership and support the school to build a positive culture that enables their children to have a voice in their learning.
Success Indicators	Improved measures in the AtoSS Learning Characteristics and Disposition Domain • Learning confidence factor from 59 per cent in 2021 to at or above 63 per cent in 2022 • Self-regulation and goal setting factor, 'Set learning goals for myself' from 44 per cent in 2021 to at or above 60 per cent in 2022 Improved measures in the AtoSS Social Engagement domain • Student voice and agency factor from 38 per cent in 2021 to at or above 44 per cent in 2022

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole school professional learning to build a deeper understanding around student agency, voice and leadership.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

	☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evidence-based high-impact teaching strategies	Embed a pedagogical strategy that extends and engages all students including high ability students, within the instructional model with a focus on the meta-cognition High Impact Teaching Strategy.
Actions	• Embed assessment of the Victorian Curriculum Metacognition Sub strand into programs of learning and assessment; • Professional Learning Leader to lead whole-school professional learning on metacognition HITS;
Outcomes	Students will: • Have a repertoire of learning strategies and can select strategies appropriate for the learning goals; • Reflect on their learning process, self-assessment and acknowledge the impact of effort on achievement; • Actively seek out feedback because they value it as a way to improve understanding of how they learn; • Are capable of self-regulation and proactively take control of, and responsibility for, their own learning. Teachers will: • Provide students with specific learning strategies to set goals, and monitor and evaluate their learning progress; • Assists students to identify and use strategies that support them to achieve learning goals; • Demonstrate how to use particular metacognitive strategies in ways that make content knowledge more accessible, malleable and intriguing; • use a variety of learning and assessment strategies to scaffold and personalise the learning process • provide support and scaffolding for tasks through checklists, self-questioning, student-teacher conferences and self-assessment • use ICT to increase student choice and flexible learning. Leaders will: • Articulate a clear vision in relation to a whole-school approach to using metacognitive strategies; • Monitor and evaluate processes that ensure teacher accountability;

	• Provide opportunities for professional collaboration that supports building knowledge and skills in using metacognitive strategies; • Through the PDP process, support teachers to embed metacognitive strategies routines and lesson structure. Parents/Community will: • Support the school's vision in the use of metacognitive strategies through the Student Progress Conferences.
Success Indicators	Introduce the assessment of VC Critical and Creative Thinking Achievement Standards at Years 7–10.

Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**
Undertake ongoing professional learning around developing an understanding of metacognition	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Curriculum planning and assessment	Implement and assess a STEM pedagogical approach through the Victorian Curriculum capabilities of Critical and Creative Thinking.
Actions	• Science and STEM Learning Specialist to lead a whole-school STEM strategy • Continue to embed STEM projects into the science curriculum at Years 7–9
Outcomes	Students will: • Develop the view that STEM is a way of thinking based on finding solutions to real-world problems;

	• Challenge themselves and each other to think critically, solve problems, persist, collaborate and communicate effectively; • Participate in the STEM based projects; Teachers will: • Provide a learning program that motivates students to address real-world problems; • Provide a safe learning environment where students are enabled to take risks in their learning; • Foster student collaboration through the development of students' interpersonal and communication skills; • Build students' scientific literacy and numeracy. Leaders will: • Articulate the school's vision for STEM and maintain a positive school climate that embraces STEM; • Provide professional learning opportunities for teachers that builds a deeper understanding of STEM • Develop the view that STEM is a way of thinking based on finding solutions to real-world problems; Parents/Community will: • Encourage the students to engage in STEM.
Success Indicators	Improved measures in the AtoSS Learning Characteristics and Disposition Domain, Motivation and interest factor: • 'Things I am taught are worthwhile learning' from 48 per cent in 2021 to at or above 57 per cent • 'I am learning things that really interest me' from 49 per cent in 2021 to at or above 55 per cent

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The STEM leader and team will provide professional learning around the	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

	may include DET funded or free items

Goal 4	To develop resilient students who display behaviours and attitudes that reflect the school values.
12 Month Target 4.1	By 2022, the percentage of students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: Student safety domain Respect for diversity—from 44 per cent in 2021 to at or above 55 per cent Advocate at school—from 64 per cent in 2021 to at or above 68 per cent Effective teaching practice for cognitive engagement domain Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 50 per cent Social engagement domain School Connectedness (Sense of connectedness)—from 53 per cent in 2021 to 70 per cent
12 Month Target 4.2	By 2022, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 10 per cent and 70 per cent respectively.
12 Month Target 4.3	By 2022, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 50 percent
KIS 1 Health and wellbeing	Review and strengthen the Mentor Group program.
Actions	Student safety domain • Respect for diversity—from 44 per cent in 2021 to at or above 55 per cent • Respectful Relationships Curriculum • Student Engagement Guidelines – Induction, Reference Tool, Support consistency in classrooms via House and Student Engagement Meetings. • Consultation with students to discuss 'Respect for Diversity'. • Acknowledgement of Country, working with a Koorie officer. • Advocate at school—from 64 per cent in 2021 to at or above 68 per cent • House and Student Engagement Meetings – Share Practice and Develop Activities. • Mentor Team Teaching – supported by the HLT and LSIT.

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LSIT members to lead discussion at House and Student Engagement Meetings.
Creation of Mini-Mentor Groups in 2022 and beyond.

Effective teaching practice for cognitive engagement domain

Classroom Behaviour, Students at this school treat each other with respect item—from 38 per cent in 2021 to 50 per cent
Student Engagement Guidelines
Peer Observations – focused on pedagogical practice (engagement)
Learning Area Leader – increased involvement in poor student behaviour, resulting in classroom observations.
Instructional Model

Social engagement domain

School Connectedness (Sense of connectedness)—from 60 per cent in 2021 to 70 per cent
Instructional Model – negotiated learning
Student Agency LT to develop an Action Plan to specifically target this (work with other member of Leadership)
Rubrics – allow for different forms of presentation
Year Level 'Shared Experiences' (Memorable Moments – could work with 'Mini Mentor Groups' within the program)
More learning area, year level field trips and excursions.
Student Leaders run 'student forum' to gain understanding of what we think it means.

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Outcomes	Students will: be more engaged Teachers will: implement the Leaders will: Parents/Community will:
Success Indicators	The results of the Attitudes to School Survey will form the main data set

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing professional learning	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
				☐ Disability Inclusion Tier 2 Funding will be used
				☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Setting expectations and promoting inclusion	Amalgamate the School Wide Positive Behaviours Support Program and the school's Student Engagement Guidelines.
Actions	By 2022, increase the percentage of students responding with positive psychological development (high and normal levels of resilience) in the AtoSS Health and Wellbeing domain from 6 per cent (high) 64 per cent (normal) in 2021 to 10 per cent and 70 per cent respectively. • Year level wellbeing days. • Implementation of the resilience project in Mentor Program and Classes. • Ongoing upskilling for Mentor Teachers in the House and Student Engagement Meetings. • Wellbeing team providing strategies and programs such as 'BeYou'.
Outcomes	Students will: participate in the wellbeing activities and the Clubs Teachers will: implement the school's wellbeing and engagement program Leaders will: monitor the implementation of the school's wellbeing and engagement program Parents/Community will: support the implementation of the school's wellbeing and engagement program
Success Indicators	Improvement in student engagement.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Ongoing professional learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 3 Curriculum planning and assessment	Investigate and implement an approach to implementing and assessing the Victorian Curriculum Personal and Social Capability capability.
Actions	By 2022, the percentage of Year 10 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the expected Personal and Social Capability achievement standards will increase to at least 50 percent • Decide where and how this will be assessed. • Year 10 Camp? • Analyse report data for the 'completion of set tasks' rating. • Mini-Mentor Group Team – Challenge (Solve a problem from the world) • Oral Presentation? • Embedding Well-being into Lesson Time.
Outcomes	Monitor the Victorian Curriculum Personal and Social Capability capability.
Success Indicators	Student progress in the Victorian Curriculum Personal and Social Capability capability.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff meeting professional learning	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$98,224.00	$2,000.00	$96,224.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$109,138.00	$0.00	$109,138.00
Total	$207,362.00	$2,000.00	$205,362.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Undertake internal professional learning	$2,000.00
Totals	$2,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Undertake internal professional learning	from: Term 1 to: Term 4	$2,000.00	☑ School-based staffing
Totals		$2,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
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
Undertake internal professional learning	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff	☑ On-site
Ongoing professional learning around the implementation of the literacy and numeracy strategies.	☑ All Staff	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ VCAA Curriculum Specialist ☑ Literacy expertise	☑ On-site
Ongoing professional learning around the implementation of the instructional model.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Formalized PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Maths/Sci Specialist	☑ On-site
Whole school professional learning to build a deeper understanding around student agency, voice and leadership.	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Leadership partners ☑ Internal staff	☑ On-site
Undertake ongoing professional learning around developing an understanding of metacognition	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Professional Practice Day ☑ Timetabled Planning Day	☑ PLC Initiative	☑ On-site

| The STEM leader and team will provide professional learning around the | ☑ All Staff | from:
Term 1
to:
Term 4 | ☑ Collaborative Inquiry/Action Research team
☑ Curriculum development | ☑ Professional Practice Day
☑ Timetabled Planning Day | ☑ Internal staff
☑ Maths/Sci Specialist | ☑ On-site |