

2024 Annual Implementation Plan

for improving student outcomes

Norwood Secondary College (8185)



Submitted for review by Jacqueline Harris (School Principal) on 11 December, 2023 at 12:15 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 01 February, 2024 at 12:22 PM
Endorsed by Tammie Palmer (School Council President) on 21 February, 2024 at 02:57 PM

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	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	
	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	
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	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.	
	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	
	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	
	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	
Considerations for 2024	
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>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Maximise the achievement and learning growth of all students.	Yes	<p>ACHIEVEMENT TARGETS: Increase Top Two Bands of NAPLAN, and the proportion of students achieving medium to high Benchmark Growth in Year 9:</p> <p>Top 2 Bands</p> <ul style="list-style-type: none"> • Reading from 22% (2019) to 25% (2024) • Writing from 9% (2019) to 12% (2024) • Numeracy from 21% (2019) to 25% (2024) <p>Med-high Growth</p> <ul style="list-style-type: none"> • Reading from 75% (2019) to 80% (2024) • Writing from 69% (2019) to 75% (2024) • Numeracy from 70% (2019) to 80% (2024) <p>Increase the proportion of students achieving above the age-expected levels (Semester 2, 2024 - Years 7-10) in Teacher Judgements as shown:</p> <ul style="list-style-type: none"> • Reading and Viewing from 9% (Above-expected level S2, 2020) to 20% (Target S2, 2024) 	<p>Exceeding or Strong (Yr 9 students) Reading - To be at state level Target 60% (2023 -60%) Writing - To be at state level Target 60% (2023 - 60%) Numeracy - To be at state level Target 60% (2023 - 58%) Increase the proportion of students achieving above the age-expected levels (Semester 2, 2024 - Years 7-10) in Teacher Judgements as shown: • Reading and Viewing 17% (Target S2, 2024) (2023 - 15%) • Writing 11% (Target S2, 2024) (2023 -9%) • Number and Algebra 10% (Target S2, 2024) (2023 - 7%) Increase student achievement in VCE as shown: • VCE English Mean Study Score 29.5 (2024) • VCE Mean All-study Score 29.5 (2024) • Prop. students with 37+ scores (Eng) 8% (2024) • VCE Median of 30 (2024)</p>

		<ul style="list-style-type: none"> • Writing from 7% (Above-expected level S2, 2020) to 15% (Target S2, 2024) • Number and Algebra from 7% (Above-expected level S2, 2020) to 20% (Target S2, 2024) <p>Increase student achievement in VCE as shown:</p> <ul style="list-style-type: none"> • VCE English Mean Study Score from 26.56 (2020) to 29.5 (2024) • VCE Mean All-study Score from 26.36 (2020) to 29.5 (2024) • Prop. students with 37+ scores (Eng) from 1% (2020) to 10% (2024) 	
		<p>SURVEY TARGETS Increase the levels of positive endorsement against the survey variables as shown:</p> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Stimulated learning from 52% (2019) to 60% (2024) • Differentiated learning challenge from 58% (2019) to 70% (2024) • Sense of confidence from 62% (2019) to 70% (2024) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Academic emphasis from 49% (2019) to 60% (2024) • Understand how to analyse data from 44% (2019) to 60% (2024) • Use student feedback to improve teaching practice from 68% (2019) to 75% (2024) • Seek feedback (colleagues) to improve practice from 62% (2019) to 70% (2024) 	<p>Increase the levels of positive endorsement against the survey variables as shown: Attitudes to School Survey• Stimulated learning 50% (2024) (2023 -47%)• Differentiated learning challenge 56% (2024) (2023 - 54%)• Sense of confidence 58% (2024) (2023 - 56%)School Staff Survey• Academic emphasis 32% (2024) (2023 - 30%)• Understand how to analyse data 56% (2024) (2023 - 54%)• Use student feedback to improve teaching practice 60% (2024) (2023 - 58%)• Seek feedback (colleagues) to improve practice 42% (2024) (2023 - 40%)</p>
<p>Improve the health, wellbeing and engagement of all students.</p>	<p>Yes</p>	<p>SURVEY TARGETS Attitudes to School Survey</p> <ul style="list-style-type: none"> • Student voice and agency from 41% (2019) to 55% (2024) • Self-regulation and goal-setting from 59% (2019) to 70% (2024) • Resilience from 61% (2019) to 65% (2024) • Teacher concern from 34% (2019) to 45% (2024) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 68% (2020) to 75% (2024) 	<p>Attitudes to School SurveyStudent voice and agency 35% (2024) (2023 - 33%)Self-regulation and goal-setting 53% (2024) (2023 - 51%)Resilience 71% (2024) (2023 - 69%)Teacher concern 31% (2024) (2023 - 29%)School Staff SurveyPromote student ownership of learning goals 63% (2024) (2023 - 62%)</p>

		<p>ABSENCES TARGET</p> <ul style="list-style-type: none"> • Reduce the proportion of students with 20 or more days of absences per year from 23 percent (average of students with 20+ absences in 2019 and 2020) to 17 percent in 2024 (To be confirmed). • Reduce the average days of absence per FTE student from 19 days (Y8 and 9 – YTD 2021) to 15 days or less (To be confirmed). 	<p>Reduce the proportion of students with 20 or more days of absences per year to 20% in 2024. (2023 - 27%) Reduce the average days of absence per FTE student to 20 days or less (2023 - 23.6)</p>
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Goal 2	Maximise the achievement and learning growth of all students.
12-month target 2.1-month target	<p>Exceeding or Strong (Yr 9 students) Reading - To be at state level Target 60% (2023 -60%) Writing - To be at state level Target 60% (2023 - 60%) Numeracy - To be at state level Target 60% (2023 - 58%)</p> <p>Increase the proportion of students achieving above the age-expected levels (Semester 2, 2024 - Years 7-10) in Teacher Judgements as shown:</p> <ul style="list-style-type: none"> • Reading and Viewing 17% (Target S2, 2024) (2023 - 15%) • Writing 11% (Target S2, 2024) (2023 -9%) • Number and Algebra 10% (Target S2, 2024) (2023 - 7%) <p>Increase student achievement in VCE as shown:</p> <ul style="list-style-type: none"> • VCE English Mean Study Score 29.5 (2024) • VCE Mean All-study Score 29.5 (2024) • Prop. students with 37+ scores (Eng) 8% (2024) • VCE Median of 30 (2024)
12-month target 2.2-month target	<p>Increase the levels of positive endorsement against the survey variables as shown:</p> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Stimulated learning 50% (2024) (2023 -47%) • Differentiated learning challenge 56% (2024) (2023 - 54%) • Sense of confidence 58% (2024) (2023 - 56%) <p>School Staff Survey</p>

	<ul style="list-style-type: none"> • Academic emphasis 32% (2024) (2023 - 30%) • Understand how to analyse data 56% (2024) (2023 - 54%) • Use student feedback to improve teaching practice 60% (2024) (2023 - 58%) • Seek feedback (colleagues) to improve practice 42% (2024) (2023 - 40%) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Strengthen all teachers' capacity to use data to teach to student point of need.	Yes
KIS 2.b Excellence in teaching and learning	Build all teachers' capability to be teachers of Literacy.	Yes
KIS 2.c Excellence in teaching and learning	Embed consistent understanding and high-quality implementation of the school's instructional model.	Yes
KIS 2.d Excellence in teaching and learning	Build all teachers' capability to be teachers of Numeracy.	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.	<p>Norwood remains committed to improving student outcomes by building our teachers capacity. We see the focus has to be on literacy, numeracy, data and differentiation and the schools instructional model (MAPS). We have 4 Learning specialists that have roles that fit with these focus areas.</p> <p>KIS2a was met last year with an improvement of teachers reporting their understanding of using data. This has moved from 44% in 2019 and was 54% in 2023. This remains an area of importance where we will continue to work on our NSC Student profiles, develop Professional Learning Communities (PLCs) and provide quarantined time for staff to use data and work through the PLC process. Consideration will be given for our first Curriculum day and is expected to include time for staff to unpack class data. Last year we continue our VCE data conversations in Term 1 and followed up with a mid-year series of Professional Learning sessions around ranking VCE students and identifying those who were underperforming. This will need to continue into 2024 if this practice is to become embedded. 'Data and Differentiation' will be a School Improvement Team in 2024.</p> <p>KIS2b was only partially met last year (writing data was really positive, but reading has continued to trend down slightly), with no relative growth data available last year due to COVID. Our Literacy leader has made strong links this year with our feeder</p>	

	<p>Primary Schools and it is expected that this will strengthen in 2024. We will continue with the MYLNS and tutor program to ensure we are providing support to our students. Whilst Literacy won't be a stand alone PLT in 2024, it will remain a whole school professional learning focus, with a renewed approach to reading. It should be noted that in Year 9 NAPLAN, when the top two categories of Exceeding or Strong are added together, students at Norwood are achieving at the same level as the State:</p> <p>Reading - To be at state level Target 60% (2023 -60%) Writing - To be at state level Target 60% (2023 - 60%)</p> <p>KIS2c was partially met in 2023, however, most of the work was focused on reviewing the Teaching and Learning Model MAPS (from 2026) and refreshing it with new documentation for staff and a visual poster for students to be placed in all classrooms. The focus for 2024 needs to be on providing renewed professional learning for staff in terms of each of the 4 stages of the model. 'Seek feedback (colleagues) to improve practice' hasn't been a strong focus over last few years but was reintroduced in 2023 and will need to be strengthened in 2024 with the return of more formal Peer observations as a college wide process. Furthermore the introduction of the PLC model and its effective implementation at Norwood, in the coming year, there will be renewed teacher collaboration and observations.</p> <p>KIS2d will continue to be a focus, given that improvement has not been evident in this area. We had no growth data from NAPLAN so our targets weren't able to be met, however it should be noted that in Year 9 NAPLAN, when the top two categories of Exceeding or Strong are added together, students at Norwood are almost achieving at the same level as the State:</p> <p>Numeracy - To be at state level Target 60% (2023 - 58%) More work needs to continue in this area to match this State target. With continued access to Numeracy tutoring and a PLC focus of student outcome improvement in all Key Learning Areas, this KIS will continue to be important for the school this year.</p>
Goal 3	Improve the health, wellbeing and engagement of all students.
12-month target 3.1-month target	<p>Attitudes to School Survey</p> <p>Student voice and agency 35% (2024) (2023 - 33%) Self-regulation and goal-setting 53% (2024) (2023 - 51%) Resilience 71% (2024) (2023 -69%) Teacher concern 31% (2024) (2023 - 29%)</p> <p>School Staff Survey Promote student ownership of learning goals 63% (2024) (2023 - 62%)</p>

12-month target 3.2-month target	Reduce the proportion of students with 20 or more days of absences per year to 20% in 2024. (2023 - 27%) Reduce the average days of absence per FTE student to 20 days or less (2023 - 23.6)	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 3.a Positive climate for learning	Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness.	Yes
KIS 3.b Positive climate for learning	Develop students as active and empowered learners.	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.	<p>Norwood remains committed to improving student connection to school, both inside and outside the classroom environment.</p> <p>KIS 3.a Unfortunately last year our results weren't as pleasing as we would've liked in some of our targets, especially around teacher concern (dropped to 29%) and attendance (27.4 days per FTE). We have strengthened our processes around attendance however, we haven't seen the improvement in student attendance that we expected. For this reason we have established a School Improvement Team for 2024 that will look at School Engagement, of which attendance will be a focus area. We redesigned our mentor programs for 2023 to be horizontal in structure rather than vertical in a bid to improve the teacher concern, however, this structural change has not provided the desired outcome. We will need to further consider this and the operational interruptions to the Mentoring Program. For 2023 we employed another staff member into the Wellbeing Team who did focus extensively on preventative programs, targeted towards improving the resilience of our students. We have come to the end of our Real Schools contract and will not be renewing it but focusing more on our School Improvement Team: School Engagement.</p> <p>KIS 3.b Self-regulation and goal-setting (51%) was just below state, but has dropped by 2%. With strategic changes to the Teaching and Learning Model to remove Learning Intentions and replace with Learning Goals we intend to change our classroom focus around the setting of goals. Student voice and agency still requires an improved and sustained effort and will be embedded into the School Engagement SIT which will look at ways classroom teachers can improve student voice. We will diversify our student focus groups to include a more varied section of our students.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Maximise the achievement and learning growth of all students.
12-month target 2.1 target	<p>Exceeding or Strong (Yr 9 students) Reading - To be at state level Target 60% (2023 -60%) Writing - To be at state level Target 60% (2023 - 60%) Numeracy - To be at state level Target 60% (2023 - 58%)</p> <p>Increase the proportion of students achieving above the age-expected levels (Semester 2, 2024 - Years 7-10) in Teacher Judgements as shown:</p> <ul style="list-style-type: none"> • Reading and Viewing 17% (Target S2, 2024) (2023 - 15%) • Writing 11% (Target S2, 2024) (2023 -9%) • Number and Algebra 10% (Target S2, 2024) (2023 - 7%) <p>Increase student achievement in VCE as shown:</p> <ul style="list-style-type: none"> • VCE English Mean Study Score 29.5 (2024) • VCE Mean All-study Score 29.5 (2024) • Prop. students with 37+ scores (Eng) 8% (2024) • VCE Median of 30 (2024)
12-month target 2.2 target	<p>Increase the levels of positive endorsement against the survey variables as shown:</p> <p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Stimulated learning 50% (2024) (2023 -47%) • Differentiated learning challenge 56% (2024) (2023 - 54%) • Sense of confidence 58% (2024) (2023 - 56%) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Academic emphasis 32% (2024) (2023 - 30%) • Understand how to analyse data 56% (2024) (2023 - 54%) • Use student feedback to improve teaching practice 60% (2024) (2023 - 58%) • Seek feedback (colleagues) to improve practice 42% (2024) (2023 - 40%)
KIS 2.a Curriculum planning and assessment	Strengthen all teachers' capacity to use data to teach to student point of need.

Actions	<ul style="list-style-type: none"> • The Data and Differentiation SIT will build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs • The Data and Differentiation SIT will support the development of data literacy (on Demand, NAPLAN, VCE) of teachers to inform understanding of student needs and identify students requiring additional support * The Learning Specialists will develop and implement NAPLAN data conversations in small groups with Year 7 - 9 teachers, with a focus on the English and Maths Key Learning Areas. * The Learning Specialists will implement the first year of Professional Learning Communities, with staff working in KLA teams to be provided with greater opportunities to further explore student data within an inquiry cycle. 			
Outcomes	<ul style="list-style-type: none"> • Teachers will identify student learning needs based on diagnostic assessment data and plan for differentiation based on student learning data • Teachers will implement differentiated teaching and learning to meet individual student needs • Students will be supported to learn at point of need * The Data and Differentiation SIT will refine and embed the VCE data conversation process, and will review the 2023 mid-year process whereby teachers reflected on their goal setting at the start of the year and spent time identifying students across 3 levels, highlighting those who were underperforming. * The Data and Differentiation SIT will develop strategies to support VCE students improve performance and provide targeted PL to staff. 			
Success Indicators	<ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • Classroom observations will demonstrate the use of strategies from professional learning • Curriculum documentation will show plans for differentiation • NAPLAN results e.g. Reading, writing and numeracy benchmark growth * VCE results e.g. School median score of 30 and an increase in the % of study scores over 37 * Attitudes to School data: Differentiated learning challenge and stimulated learning * Staff Opinion data: 'Understand how to use data' and 'Seek feedback from colleagues to improve performance'. * More accurate teacher judgements. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Implement VCE data conversations in Term 1 and Term 3, using VCAA and Carmel Richardson data.	<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"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement NAPLAN conversations with teachers in the English and Maths Key Learning Areas.	<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"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
The Data and Differentiation SIT will support staff in Professional Learning Communities to effectively analyse and use data.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Building practice excellence	Build all teachers' capability to be teachers of Literacy.			
Actions	<ul style="list-style-type: none"> * The Literacy Learning Specialist will update and maintain a whole school 3 year Literacy plan. • The Literacy Learning Specialist, together with the Numeracy Learning Specialist will plan and implement whole school professional learning to embed literacy (vocabulary, reading and writing) and numeracy strategies, ensuring these strategies are documented and readily available for staff to access. The focus on the PL is to increase the Numeracy/Literacy 'toolboxes' of all staff, ensuring the use of consistent language/approaches and the opportunity to provide multiple exposures. * The Literacy and Numeracy Learning Specialists will oversee the Tutor Learning Initiative and MYLNS Initiative to ensure students in the 'Needs Additional Assistance' Reading band on Reading and Numeracy NAPLAN results in Years 8, 9 and 10 receive 			

	<p>appropriate additional support.</p> <ul style="list-style-type: none"> The Literacy and Numeracy Learning Specialists will oversee the QuickSmart Literacy and Numeracy support programs, identifying students of greatest need, whilst prioritising Year 7 students. Mentor teachers will facilitate numeracy and literacy explicit tasks in regular mentoring classes. 			
Outcomes	<ul style="list-style-type: none"> Students in need of targeted academic support or intervention will be identified and supported Tutors, QuickSmart staff and MYLNS teachers will provide targeted Literacy support to students Teachers will consistently implement the agreed Literacy and Numeracy strategies across all Key Learning Areas Mentoring lesson plans regularly include a numeracy and/or literacy activity Teachers will engage in classroom observations to develop and reflect on school priorities, such as literacy, numeracy, HITS, MAPS, student agency and voice. 			
Success Indicators	<ul style="list-style-type: none"> NAPLAN results e.g. Reading and Writing VCE outcomes e.g. improved mean in VCE study scores, improved English mean study score, and % of study scores over 37 Attitudes to School data: Differentiated learning challenge and stimulated learning Staff Opinion data: Academic Emphasis Teachers will actively incorporate literacy strategies in their lesson sequences, as relevant to the needs of their subject's context Teachers will reflect on their literacy practice through observation feedback 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement QuickSmart Literacy	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,902.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

Implement the Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$116,154.82 <input checked="" type="checkbox"/> Other funding will be used
Implement MYLNS (Literacy)	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,712.10 <input checked="" type="checkbox"/> Other funding will be used
Facilitation of Literacy PL for all staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.c Evidence-based high-impact teaching strategies	Embed consistent understanding and high-quality implementation of the school's instructional model.			
Actions	<p>* The Leadership Team, but particularly, the Aspirational Learning Environment SIT, will build staff capacity through the provision of professional learning to embed consistent implementation of the Norwood Teaching and Learning Model (MAPS), with a specific focus on High Impact Teaching Strategies.</p> <p>* The Director of Staff Development will provide formal induction for new staff specifically focused on the Teaching and Learning Model (MAPS) Leadership Team to review the instructional model.</p> <p>* As part of the reinvigorated classroom observations, the implementation of the MAPS model will be a focus area.</p>			
Outcomes	<p>* Students will understand how lessons are structured and how this supports their learning.</p> <p>* Students will be more engaged in their learning.</p>			

	* There will be greater consistency in the structuring of lessons.			
Success Indicators	<ul style="list-style-type: none"> * Recorded classroom observations demonstrating consistent implementation of MAPS and HITS. * Observable Learning Goals, Success Criteria and Vocabulary will be evident on classroom whiteboards. • Student feedback on differentiation, the instructional model, and use of common strategies • Attitudes to School data: Differentiated learning challenge and stimulated learning, sense of confidence • Staff Opinion data: Academic Emphasis, seek feedback to improve 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Aspirational Learning Environment SIT to provide staff PL on the stages of the MAPS Teaching and Learning Model.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <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	\$0.00
KIS 2.d Building practice excellence	Build all teachers' capability to be teachers of Numeracy.			
Actions	<ul style="list-style-type: none"> • The Numeracy Learning Specialist will update and maintain a whole school 3 year Numeracy plan. • The Numeracy Learning Specialist, together with the Literacy Learning Specialist will plan and implement whole school professional learning to embed literacy (vocabulary, reading and writing) and numeracy strategies, ensuring these strategies are documented and readily available for staff to access. The focus on the PL is to increase the Numeracy/Literacy 'toolboxes' of all staff, ensuring the use of consistent language/approaches and the opportunity to provide multiple exposures. * The Literacy and Numeracy Learning Specialists will oversee the Tutor Learning Initiative and MYLNS Initiative to ensure students in the 'Needs Additional Assistance' band on Reading and Numeracy NAPLAN results in Years 8, 9 and 10 receive appropriate additional support. • The Literacy and Numeracy Learning Specialists will oversee the QuickSmart Literacy and Numeracy support programs, identifying students of greatest need, whilst prioritising Year 7 students. • Mentor teachers will facilitate numeracy and literacy explicit tasks in regular mentoring classes. 			

	<ul style="list-style-type: none"> Key Learning Area Leaders will lead the identification of numeracy in the curriculum and update of documented curriculum to reflect numeracy skills 			
Outcomes	<ul style="list-style-type: none"> Students in need of targeted academic support or intervention will be identified and supported Tutors, QuickSmart staff and MYLNS teachers will provide targeted numeracy support to students Mentoring lesson plans regularly include a numeracy and/or literacy activity Staff feel more confident in understanding where numeracy sits in their learning area Teachers will consistently implement the agreed Literacy and Numeracy strategies across all Key Learning Areas Teachers will engage in classroom observations to develop and reflect on school priorities, such as literacy, numeracy, HITS, MAPS, student agency and voice. 			
Success Indicators	<ul style="list-style-type: none"> NAPLAN results for Numeracy VCE outcomes e.g improved mean in VCE study scores and % of study scores over 37 Attitudes to School data: Differentiated learning challenge and stimulated learning Staff Opinion data: Academic Emphasis Teachers will actively incorporate numeracy strategies in their lesson sequences, as relevant to the needs of their subject's context Teachers will reflect on their numeracy practice through observation feedback 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement QuickSmart Numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$179,596.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Other funding will be used
Implement Tutor Learning Initiative	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$116,154.82

	<input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> Other funding will be used
Implement MYLNS	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,712.10 <input checked="" type="checkbox"/> Other funding will be used
Facilitation of Numeracy PL for all staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Goal 3	Improve the health, wellbeing and engagement of all students.			
12-month target 3.1 target	<p>Attitudes to School Survey</p> <p>Student voice and agency 35% (2024) (2023 - 33%) Self-regulation and goal-setting 53% (2024) (2023 - 51%) Resilience 71% (2024) (2023 -69%) Teacher concern 31% (2024) (2023 - 29%)</p> <p>School Staff Survey Promote student ownership of learning goals 63% (2024) (2023 - 62%)</p>			
12-month target 3.2 target	<p>Reduce the proportion of students with 20 or more days of absences per year to 20% in 2024. (2023 - 27%) Reduce the average days of absence per FTE student to 20 days or less (2023 - 23.6)</p>			
KIS 3.a Health and wellbeing	Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness.			

Actions	<ul style="list-style-type: none"> • The School Engagement SIT will review our current attendance practices and protocols and refine these in terms of best practice (DET policy advice and considering the approach taken by other schools). * The School Engagement SIT, will refine current practices/develop new protocols, document these and provide PL to all staff. • The School Engagement SIT will investigate strategies to improve student connection to school and provide PL to all staff. • The school Engagement SIT will investigate strategies to improve student voice and agency and provide PL to all staff. * Heads of Year Levels and Year Level Coordinators to prioritise strategies to minimise the number of days absent in their respective year levels. * Ensure adequate targeted wellbeing intervention for students at risk, in addition to targeted proactive wellbeing programs and events. * Ensure adequate provision of qualified and experienced wellbeing and Integration staff. 			
Outcomes	<ul style="list-style-type: none"> * Student attendance data will be closely monitored * Students will feel supported and engaged in mentor/form groups and classes and contribute to a strong classroom culture • At-risk students will be identified and receive targeted support in a timely manner • Students will have strong relationships with peers/staff • Students and families will be connected to allied health and mental health services • Families of at-risk students will receive regular communication and support from the school • Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning & connected to their peers 			
Success Indicators	<ul style="list-style-type: none"> * Reduced numbers of students reporting acute wellbeing concerns • Improvements in the Attitudes to School Survey in the following categories: student voice and agency, resilience, teacher concern, self-regulation & goal setting. • Regular facilitation of appropriate preventative programs. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Attendance processes and protocols, refined, documented and implemented.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	
Student focus groups to investigate strategies to improve student voice and agency and connection to school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Maintain adequate Wellbeing staff (MHP) and Integration Staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$195,752.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Implementation of a range of Wellbeing and Engagement Proactive and Preventative programs, such as: Hands on Learning, RAMS, the Year 7 MAT Program, The Raise Mentoring Program, Consent Education, RUOK activities, iCan Program, etc.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator			<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Intellectual engagement and self-awareness	Develop students as active and empowered learners.			
Actions	<ul style="list-style-type: none"> The Aspirational Learning Environment SIT will evaluate current submission of work protocols and implications of non-submission of work and/or work submitted with minimal effort. The Aspirational Learning Environment SIT will develop a strategy to promote higher expectations of students when undertaking school tasks The Aspirational Learning Environment SIT will investigate and implement strategies to promote classroom routine and rigour. 			
Outcomes	<ul style="list-style-type: none"> Students will submit work to the best of their ability. Students will know what is expected of them as learners in the classroom. ????? 			
Success Indicators	<ul style="list-style-type: none"> Student perception from ATSS (student voice and agency, teacher concern), staff opinion survey (promote student ownership of learning goals) and survey data such as PIVOT A reduction in the proportion of students with 20 or more days absences. Student perception from ATSS (student voice and agency, teacher concern), staff opinion survey (promote student ownership of learning goals) and survey data such as PIVOT 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

<p>The Aspirational Learning Environment SIT will investigate and implement strategies to improve student accountability in the submission of school assessed coursework.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Teachers will implement PIVOT in 2 classes and reflect on student feedback.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Other funding will be used
<p>All teachers will participate in a Professional Learning Community to improve student engagement and student outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<p>Teachers will participate in 4 Classroom observations, both within KLA and as part of their PLC.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" 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	\$119,370.00	\$119,370.00	\$0.00
Disability Inclusion Tier 2 Funding	\$297,685.01	\$297,685.01	\$0.00
Schools Mental Health Fund and Menu	\$115,228.51	\$115,228.51	\$0.00
Total	\$532,283.52	\$532,283.52	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement QuickSmart Literacy	\$120,902.00
Implement QuickSmart Numeracy	\$179,596.00
Maintain adequate Wellbeing staff (MHP) and Integration Staff	\$195,752.00
Implementation of a range of Wellbeing and Engagement Proactive and Preventative programs, such as: Hands on Learning, RAMS, the Year 7 MAT Program, The Raise Mentoring Program, Consent Education, RUOK activities, iCan Program, etc.	\$35,000.00
Totals	\$531,250.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement QuickSmart Literacy	from: Term 1 to: Term 4	\$119,370.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$119,370.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement QuickSmart Literacy	from: Term 1 to: Term 4	\$1,532.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Implement QuickSmart Numeracy	from: Term 1 to: Term 4	\$179,596.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Maintain adequate Wellbeing staff (MHP) and Integration Staff	from: Term 1 to: Term 4	\$87,163.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Implementation of a range of Wellbeing and Engagement Proactive and Preventative programs, such as: Hands on Learning, RAMS, the Year 7 MAT Program, The Raise Mentoring Program, Consent Education,	from: Term 1 to: Term 4	\$29,394.01	<input checked="" type="checkbox"/> Teaching and learning programs and resources •

RUOK activities, iCan Program, etc.			
Totals			\$297,685.01

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Maintain adequate Wellbeing staff (MHP) and Integration Staff	from: Term 1 to: Term 4	\$108,589.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Implementation of a range of Wellbeing and Engagement Proactive and Preventative programs, such as: Hands on Learning, RAMS, the Year 7 MAT Program, The Raise Mentoring Program, Consent Education, RUOK activities, iCan Program, etc.	from: Term 1 to: Term 4	\$6,639.51	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Totals		\$115,228.51	

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 plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implement VCE data conversations in Term 1 and Term 3, using VCAA and Carmel Richardson data.	<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"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement NAPLAN conversations with teachers in the English and Maths Key Learning Areas.	<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"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The Data and Differentiation SIT will support staff in Professional Learning Communities to effectively analyse and use data.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Facilitation of Literacy PL for all staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The Aspirational Learning Environment SIT to provide staff PL on the stages of the MAPS Teaching and Learning Model.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <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"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitation of Numeracy PL for all staff	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
Attendance processes and protocols, refined, documented and implemented.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <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"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student focus groups to investigate strategies to improve student voice and agency and connection to school	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <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"/> PLC/PLT meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will implement PIVOT in 2 classes and reflect on student feedback.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)					
All teachers will participate in a Professional Learning Community to improve student engagement and student outcomes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will participate in 4 Classroom observations, both within KLA and as part of their PLC.	<input checked="" type="checkbox"/> Leadership team <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"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site