

2025 Annual Implementation Plan

for improving student outcomes

Norwood Secondary College (8185)



Submitted for review by Jacqueline Harris (School Principal) on 11 February, 2025 at 11:56 AM
Endorsed by John Roberts (Senior Education Improvement Leader) on 11 February, 2025 at 12:06 PM
Awaiting endorsement by School Council President

Self-evaluation summary

	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.	
	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	

	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	
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Enter your reflective comments	
Considerations for 2025	
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>Maximise the achievement and learning growth of all students.</p>	<p>Yes</p>	<p>ACHIEVEMENT TARGETS: Increase Top Two Bands of NAPLAN, and the proportion of students achieving medium to high Benchmark Growth in Year 9: 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) • 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) 	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 8 students to 4 students by 2026 <p>Numeracy:</p> <ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 6 students to 3 students by 2026 <p>Mid Year Targets</p> <ul style="list-style-type: none"> • Students identified as needing additional support for Reading and Numeracy will be monitored each term through the TLI and MYLNS programs. This is achieved through monitoring of PAT data to measure their progress from 2024 to mid year 2025, ensuring that they are tracking towards improved outcomes and identifying if further interventions are required to support the students. Mid year teacher judgements • Reading and Viewing from 10% (Above-expected level S1, 2024) to 15% (Target S1, 2025)

		<ul style="list-style-type: none"> • 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>Writing from 6% (Above-expected level S1, 2024) to 10% (Target S1, 2025)• Number and Algebra from 7% (Above-expected level S1, 2024) to 10% (Target S1, 2025)Increase student achievement in VCE as shown:• VCE English Mean Study Score from 28.5 (2024) to 29.5 (2025)• VCE Mean All-study Score from 29.26 (2024) to 30 (2025)• Prop. students with 37+ scores in Eng from 6% (2024) to 10% (2025)• VCE Median from 29 (2024) to 30 (2025)</p>
		<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 from 60% (2024) to 63% (2025)• Differentiated learning challenge from 63% (2024) to 66% (2025)• Sense of confidence from 58% (2024) to 60% (2024)Mid Year TargetsStudent Pivot Data• Stimulated learning (1191) to average of 4.8 (2025)• Differentiated Learning (1263) to average of 4.8 (2025)• Sense of Confidence (1245) to average of 4.8 (2025) School Staff Survey• Academic emphasis from 38% (2024) to 41% (2025)• Understand how to analyse data from 72% (2024) to 75% (2025)• Use student feedback to improve teaching practice from 58% (2024) to 61% (2025)• Seek feedback (colleagues)</p>

			to improve practice from 61% (2024) to 65% (2025)
Improve the health, wellbeing and engagement of all students.	Yes	<p>SURVEY TARGETS</p> <p>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 Survey• Student voice and agency from 43% (2024) to 46% (2025)• Self-regulation and goal-setting from 57% (2024) to 60% (2025)• Resilience from 70% (2024) to 65% (2025)• Teacher concern from 38% (2024) to 41% (2025)Mid Year TargetsStudent Pivot Data• Teacher Concern (1239) to average of 4.8 (2025)School Staff Survey• Promote student ownership of learning goals from 75% (2024) to 78% (2025)</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). 	<ul style="list-style-type: none"> • Reduce the proportion of students with 20 or more days of absences per year from 38% (2024) to 35% in 2025.• Reduce the average days of absence per FTE student from 22.36 days (Y8 and 9 – YTD 2021) to 20 days or less.

Goal 1	Maximise the achievement and learning growth of all students.
12-month target 1.1	<p>NAPLAN By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>Reading:</p>

	<ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 8 students to 4 students by 2026 <p>Numeracy:</p> <ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 6 students to 3 students by 2026 <p>Mid Year Targets</p> <ul style="list-style-type: none"> • Students identified as needing additional support for Reading and Numeracy will be monitored each term through the TLI and MYLNS programs. This is achieved through monitoring of PAT data to measure their progress from 2024 to mid year 2025, ensuring that they are tracking towards improved outcomes and identifying if further interventions are required to support the students. <p>Mid year teacher judgements</p> <ul style="list-style-type: none"> • Reading and Viewing from 10% (Above-expected level S1, 2024) to 15% (Target S1, 2025) • Writing from 6% (Above-expected level S1, 2024) to 10% (Target S1, 2025) • Number and Algebra from 7% (Above-expected level S1, 2024) to 10% (Target S1, 2025) <p>Increase student achievement in VCE as shown:</p> <ul style="list-style-type: none"> • VCE English Mean Study Score from 28.5 (2024) to 29.5 (2025) • VCE Mean All-study Score from 29.26 (2024) to 30 (2025) • Prop. students with 37+ scores in Eng from 6% (2024) to 10% (2025) • VCE Median from 29 (2024) to 30 (2025)
<p>12-month target 1.2</p>	<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 from 60% (2024) to 63% (2025) • Differentiated learning challenge from 63% (2024) to 66% (2025) • Sense of confidence from 58% (2024) to 60% (2024) <p>Mid Year Targets Student Pivot Data</p> <ul style="list-style-type: none"> • Stimulated learning (1191) to average of 4.8 (2025)

	<ul style="list-style-type: none"> • Differentiated Learning (1263) to average of 4.8 (2025) • Sense of Confidence (1245) to average of 4.8 (2025) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Academic emphasis from 38% (2024) to 41% (2025) • Understand how to analyse data from 72% (2024) to 75% (2025) • Use student feedback to improve teaching practice from 58% (2024) to 61% (2025) • Seek feedback (colleagues) to improve practice from 61% (2024) to 65% (2025) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Strengthen all teachers' capacity to use data to teach to student point of need.	Yes
KIS 1.b Excellence in teaching and learning	Build all teachers' capability to be teachers of Literacy.	No
KIS 1.c Excellence in teaching and learning	Embed consistent understanding and high-quality implementation of the school's instructional model.	Yes
KIS 1.d Excellence in teaching and learning	Build all teachers' capability to be teachers of Numeracy.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our focus will be on teachers using data to inform their teaching practices and differentiate accordingly. It is expected that this practice will reinforce our current growth in NAPLAN and ultimately lead to improved VCE outcomes. At the same time, data informed teaching and assessment is likely to be reflected in accurate teacher judgments on Semester reports. With the second KIS: "Embed consistent understanding and high-quality implementation of the school's instructional model", this needs to be a priority in 2025 as the current Norwood MAPS model needs to be reviewed alongside the Departments new VTLM 2.0. Furthermore, insufficient time was able to be spent on this last year, when we prioritised 6 KIS. Three KIS have been removed to allow more quality time and focus on the chosen 3. Literacy and Numeracy will underpin the work of the above KIS and will feature as Actions, rather than KIS.	

Goal 2	Improve the health, wellbeing and engagement of all students.	
12-month target 2.1	<p>Attitudes to School Survey</p> <ul style="list-style-type: none"> • Student voice and agency from 43% (2024) to 46% (2025) • Self-regulation and goal-setting from 57% (2024) to 60% (2025) • Resilience from 70% (2024) to 65% (2025) • Teacher concern from 38% (2024) to 41% (2025) <p>Mid Year Targets Student Pivot Data</p> <ul style="list-style-type: none"> • Teacher Concern (1239) to average of 4.8 (2025) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals from 75% (2024) to 78% (2025) 	
12-month target 2.2	<ul style="list-style-type: none"> • Reduce the proportion of students with 20 or more days of absences per year from 38% (2024) to 35% in 2025. • Reduce the average days of absence per FTE student from 22.36 days (Y8 and 9 – YTD 2021) to 20 days or less. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Positive climate for learning	Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness.	Yes
KIS 2.b Positive climate for learning	Develop students as active and empowered learners.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

In attempting to develop a more streamlined AIP, we have removed 'develop students as active and empowered learners' and will focus fully on "Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness" in our School Improvement Teams. Student agency and voice will underpin this work and features in the 'Outcomes' section of the AIP.

Define actions, outcomes, success indicators and activities

Goal 1	Maximise the achievement and learning growth of all students.
12-month target 1.1	<p>NAPLAN By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.</p> <p>Reading:</p> <ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 8 students to 4 students by 2026 <p>Numeracy:</p> <ul style="list-style-type: none"> • Reduce the number of students in the Needs Additional support from 6 students to 3 students by 2026 <p>Mid Year Targets</p> <ul style="list-style-type: none"> • Students identified as needing additional support for Reading and Numeracy will be monitored each term through the TLI and MYLNS programs. This is achieved through monitoring of PAT data to measure their progress from 2024 to mid year 2025, ensuring that they are tracking towards improved outcomes and identifying if further interventions are required to support the students. <p>Mid year teacher judgements</p> <ul style="list-style-type: none"> • Reading and Viewing from 10% (Above-expected level S1, 2024) to 15% (Target S1, 2025) • Writing from 6% (Above-expected level S1, 2024) to 10% (Target S1, 2025) • Number and Algebra from 7% (Above-expected level S1, 2024) to 10% (Target S1, 2025) <p>Increase student achievement in VCE as shown:</p> <ul style="list-style-type: none"> • VCE English Mean Study Score from 28.5 (2024) to 29.5 (2025) • VCE Mean All-study Score from 29.26 (2024) to 30 (2025) • Prop. students with 37+ scores in Eng from 6% (2024) to 10% (2025) • VCE Median from 29 (2024) to 30 (2025)

<p>12-month target 1.2</p>	<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 from 60% (2024) to 63% (2025) • Differentiated learning challenge from 63% (2024) to 66% (2025) • Sense of confidence from 58% (2024) to 60% (2024) <p>Mid Year Targets Student Pivot Data</p> <ul style="list-style-type: none"> • Stimulated learning (1191) to average of 4.8 (2025) • Differentiated Learning (1263) to average of 4.8 (2025) • Sense of Confidence (1245) to average of 4.8 (2025) <p>School Staff Survey</p> <ul style="list-style-type: none"> • Academic emphasis from 38% (2024) to 41% (2025) • Understand how to analyse data from 72% (2024) to 75% (2025) • Use student feedback to improve teaching practice from 58% (2024) to 61% (2025) • Seek feedback (colleagues) to improve practice from 61% (2024) to 65% (2025)
<p>KIS 1.a Curriculum planning and assessment</p>	<p>Strengthen all teachers' capacity to use data to teach to student point of need.</p>
<p>Actions</p>	<ul style="list-style-type: none"> - The Learning Specialists will support the development of data literacy (PAT, NAPLAN, VCE) of teachers to inform understanding of student needs and identify students requiring additional support - The Learning Specialists will oversee Professional Learning Communities, with staff working in KLA teams to provide greater opportunities to further explore student data within an inquiry cycle - The Learning Specialists will oversee whole school approach to Literacy and Numeracy
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - support staff in using the PLC inquiry cycle to collaboratively improve student outcomes - lead staff through VCE/NAPLAN data conversations to build capacity in analysing data - provide staff PL on Literacy and Numeracy

	<p>Staff will:</p> <ul style="list-style-type: none"> - build capacity in analysing student data (NAPLAN/PAT/VCE) - differentiate teaching and learning to meet students at their point of need - implement literacy and numeracy strategies - make accurate teacher judgements <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in the curriculum being taught - feel safe to take risks in their learning 			
Success Indicators	<ul style="list-style-type: none"> - VCE learning goals will be collected from all VCE learning teams - Stimulated Learning will increase - More accurate teacher judgements - Increased positive endorsement of differentiated learning challenge - Increase student sense of confidence - Increased teachers understanding how to analyse data - Improved VCE median 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement and oversee QuickSmart Literacy and Numeracy Programs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$103,961.10 <input checked="" type="checkbox"/> Equity funding will be used
Implement and oversee MYLNS, TLI and VHAP	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$265,315.39 <input checked="" type="checkbox"/> Other funding will be used

	<input checked="" type="checkbox"/> Numeracy leader			
Implementation of VCE data conversations to lead the goal setting process	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Embedding of Professional Learning Communities	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Attendance to the Numeracy CoP each term and implementation of our numeracy action plan	<input checked="" type="checkbox"/> Numeracy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.c Evidence-based high-impact teaching strategies	Embed consistent understanding and high-quality implementation of the school's instructional model.			
Actions	<ul style="list-style-type: none"> - Review the Norwood Teaching and Learning Model against the Victorian Teaching and Learning Model 2.0 - Provide staff with Professional Learning on explicit teaching with an emphasis on the HITS and Norwood's 'Add' portion of MAPS (T&L Model) - Review and formalise the Peer Observation framework including expectations, time frames and structure. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - recommend changes to the Teaching and Learning Model that reflect the changes in the Victorian Teaching and Learning Model 2.0 - emphasise explicit teaching, the HITS and the implementation of the gradual release of responsibility (I do, we do, you do) - support teaching staff in the Peer Observation process 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - participate in Professional Learning on explicit teaching with an emphasis on the HITS and Norwood's 'Add' portion of MAPS (T&L Model) - participate in peer observations each Term and complete the relevant peer observation feedback proforma. - seek further opportunities to embed feedback within their teaching practice. - review practice based on PIVOT survey data/feedback and peer observation feedback. - demonstrate an improved understanding of teaching practice including explicit teaching. <p>Students will:</p> <ul style="list-style-type: none"> - be able to identify the 'Add' portion of the lesson when reflecting on the lesson's 'Success'. - engage in PIVOT surveys each Term. 			
Success Indicators	<ul style="list-style-type: none"> - improvement across a range of academic outcomes including PAT Testing, NAPLAN and VCE outcomes - growth in student confidence and capability when engaging in the 'Practice' component of lessons - improved results on the Attitudes to School Survey; Stimulated Learning, Differentiated Learning Challenge and Sense of Confidence - improved results on the Staff Opinion Survey; Use Student Feedback to Improve Teacher Practice, Seek Feedback (Colleagues) to Improve Practice. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review the NSC Teaching and Learning Model (MAPS) against the Victorian Teaching and Learning Model 2.0.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Review the 'Add' component of the Norwood Teaching and Learning Model (MAPS) by introducing explicit teaching and focusing on HITS with staff.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

Full-time teachers will complete 6 classroom observations (pro-rata for part-time teachers) primarily with a focus on MAPS and HITS.	<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
Each term, teachers will conduct PIVOT surveys for 2 classes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 2	Improve the health, wellbeing and engagement of all students.			
12-month target 2.1	Attitudes to School Survey <ul style="list-style-type: none"> • Student voice and agency from 43% (2024) to 46% (2025) • Self-regulation and goal-setting from 57% (2024) to 60% (2025) • Resilience from 70% (2024) to 65% (2025) • Teacher concern from 38% (2024) to 41% (2025) Mid Year Targets Student Pivot Data <ul style="list-style-type: none"> • Teacher Concern (1239) to average of 4.8 (2025) School Staff Survey <ul style="list-style-type: none"> • Promote student ownership of learning goals from 75% (2024) to 78% (2025) 			
12-month target 2.2	<ul style="list-style-type: none"> • Reduce the proportion of students with 20 or more days of absences per year from 38% (2024) to 35% in 2025. • Reduce the average days of absence per FTE student from 22.36 days (Y8 and 9 – YTD 2021) to 20 days or less. 			

KIS 2.a Health and wellbeing	Implement and embed evidence-based, school-wide approaches that promote wellbeing, regular attendance and school connectedness.
Actions	Positive Classroom SIT will create and implement clear and consistent classroom expectations for the college. The Attendance SIT will review the new attendance protocols (5 Step Approach), monitor patterns of attendance and promote strategies to improve student attendance across the College.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - create a Positive Classroom Management Model for Norwood SC - communicate with students and staff on expected behaviours - will provide PL to staff around clear and consistent behaviour management strategies to maintain expected behaviours and HIWS - model our classroom expectations in every lesson - oversee and support classroom observations - analyse PIVOT survey data <p>- clearly communicate consistent attendance expectations to families and attendance</p> <p>- create student focus groups to better understand reasons for non-attendance</p> <p>- communicate attendance data and concerns on the end of Semester Reports</p> <p>- implement and monitor the 'Five Step Approach' to attendance.</p> <p>The Attendance SIT will:</p> <ul style="list-style-type: none"> - review and analyse data trends on family holidays - review and analyse data trends of cohorts across previous years - review and monitor the successes and improvements of the 'Five Step Approach' to attendance. <p>Staff will:</p> <ul style="list-style-type: none"> - engage in PL around clear and consistent behaviour management strategies to maintain expected behaviours - embed clear and consistent behaviour management - seek support from leaders for behaviour management - be open to feedback and reflect on practise - complete classroom observations - complete PIVOT surveys with classes <p>- communicate academic risks associated with poor attendance (on GPA reports)</p>

	<ul style="list-style-type: none"> - celebrate positive attendance trends and successes in student data <p>Students will:</p> <ul style="list-style-type: none"> - be supported to adopt the school’s classroom expectations - understand the expectations of all teachers - provide a voice on classroom expectations - respond to PIVOT survey questions <ul style="list-style-type: none"> - understand the importance of attending 90% of classes - seek assistance if they need help to improve their attendance <p>Parents will:</p> <ul style="list-style-type: none"> - provide medical certificates for absences - enter absences on Compass in a timely manner - communicate ahead of time if there is an upcoming family holiday/event 			
Success Indicators	<ul style="list-style-type: none"> - GPA results will increase in displays respectful classroom behaviour, makes effective class time - PIVOT survey markers will increase “I know what my teachers expects of me” “I know how I’m supposed to behave in class” (middle of the year data needed as baseline) - Effective classroom behaviour on ATTS - Professional learning through peer observation (staff opinion) - Seek feedback to improve practice (staff opinion) - Reduction in attitude/behaviour chronicles and students being removed from class 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
The Attendance SIT will ensure clear messaging of attendance expectations to the Norwood community and engage students in focus groups to better understand their attitude to attendance.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Year level co-ordinator(s)			
Positive Classroom SIT will run Classroom Expectations (Enter and Exit Routines, seating plans/set ups) basics, Encouraging Expected behaviours PL for all staff	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$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	\$103,961.10	\$103,961.10	\$0.00
Disability Inclusion Tier 2 Funding	\$277,299.96	\$277,299.96	\$0.00
Schools Mental Health Fund and Menu	\$107,329.56	\$107,329.56	\$0.00
Total	\$488,590.62	\$488,590.62	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Implement and oversee QuickSmart Literacy and Numeracy Programs	\$103,961.10
Totals	\$103,961.10

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implement and oversee QuickSmart Literacy and Numeracy Programs	from: Term 1 to: Term 4	\$103,961.10	<input checked="" type="checkbox"/> School-based staffing
Totals		\$103,961.10	

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
Mental Health Staffing requirements for student counselling and programs	\$107,329.56
Quicksmart Numeracy staffing, D&I Coordination staffing and specialised student programs.	\$277,299.96
Totals	\$384,629.52

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
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Mental Health Staffing requirements for student counselling and programs	from: Term 1 to: Term 4		
Quicksmart Numeracy staffing, D&I Coordination staffing and specialised student programs.	from: Term 1 to: Term 4		
Totals			\$0.00

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Staffing requirements for student counselling and programs	from: Term 1 to: Term 4		
Quicksmart Numeracy staffing, D&I Coordination staffing and specialised student programs.	from: Term 1 to: Term 4	\$277,299.96	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Other workforces to support students with disability • <input checked="" type="checkbox"/> Teaching and learning programs and resources •
Totals		\$277,299.96	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Mental Health Staffing requirements for student counselling and programs	from: Term 1 to: Term 4	\$107,329.56	<input checked="" type="checkbox"/> Employ cohort-specific staff to support Tier 2 initiatives
Quicksmart Numeracy staffing, D&I Coordination staffing and specialised student programs.	from: Term 1 to: Term 4		
Totals		\$107,329.56	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Implementation of VCE data conversations to lead the goal setting process	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Carmel Richardson: VCE data analyst	<input checked="" type="checkbox"/> On-site
Embedding of Professional Learning Communities	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Review the NSC Teaching and Learning Model (MAPS) against the Victorian Teaching and Learning Model 2.0.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<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"/> School improvement team					
Review the 'Add' component of the Norwood Teaching and Learning Model (MAPS) by introducing explicit teaching and focusing on HITS with staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 2 to: Term 3	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Full-time teachers will complete 6 classroom observations (pro-rata for part-time teachers) primarily with a focus on MAPS and HITS.	<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"/> Individualised reflection	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Each term, teachers will conduct PIVOT surveys for 2 classes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <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

<p>Positive Classroom SIT will run Classroom Expectations (Enter and Exit Routines, seating plans/set ups) basics, Encouraging Expected behaviours PL for all staff</p>	<ul style="list-style-type: none"> ✓ All staff ✓ Assistant principal ✓ Leadership team ✓ Learning specialist(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Formal school meeting / internal professional learning sessions 	<ul style="list-style-type: none"> ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
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