**2022 Annual Implementation Plan**

Submitted for review by Stephen Macphail (School Principal) on 31 May, 2022 at 08:15 PM  
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 02 June, 2022 at 03:15 PM  
Endorsed by Stephanie Barron (School Council President) on 27 June, 2022 at 09:42 AM

**for improving student outcomes**

Daylesford Secondary College (7115)



**Self-evaluation summary - 2022**

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|  | FISO 2.0 dimensions | Self-evaluation level |
| **Teaching and learning** | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embedding |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |

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| **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. |

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| **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 |

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

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| **Support and resources** | Responsive, tiered and contextualised 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 |

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| **Enter your reflective comments** | 2021 provided to be another challenging year as we navigated another 12 months of COVID lock downs / remote learning. |
| **Considerations for 2022** | Returning from another year of COVID lock downs / remote learning has seen the negative impacts across the school compounded. And with no end in sight for the pandemic it is important that we continue to get the balancing act between school improvement / change and supporting everyone's wellbeing through these challenging times. The transition back to 'normal' will take some time and everyone needs to be cognisant of this. |
| **Documents that support this plan** |  |

**Select annual goals and KIS**

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| Four-year strategic goals | Is this selected for focus this year? | **Four-year strategic targets** | 12-month targetThe 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **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. | Yes | Support for the 2022 Priorities | Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning support. The same applies to students social and emotional development. In 2022, we will continue to focus on student learning through improved teacher practices while also focusing on students social and emotional development. See specifics below. |
| Maximise the learning growth of every student. | Yes | By 2023, the following VCE / VCAL factors will improve:   * Mean VCE study score to increase to at least 28 (from 27.03 in 2018). * Learning gain, as measured by GAT adjusted score (VASS Report 10), will be above 0 for all VCE subjects. * VCAL completion rates will increase to at least 90% (from 76% in 2018). | - Mean VCE study score of 29 or more.- Learning gain, as measured by GAT adjusted score (VASS Report 10), will be above zero (0) in six (6) VCE subjects.- VCAL completion rates of 90% or more. |
| By 2023, the following NAPLAN factors will improve:   * Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in **numeracy** (from 17% high gain and 31% low gain in 2018). * Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in **reading** (from 22% high gain and 24% low gain in 2018). * Percentage of students in the top two bands for NAPLAN **numeracy** maintained from Yr 7 to Yr 9. * Percentage of student in the top two bands for NAPLAN **reading** maintained from Yr 7 to Yr 9. | NAPLAN:- Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in numeracy.- Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in reading.- Percentage of students in the top two bands for NAPLAN numeracy maintained from Yr 7 to Yr 9.- Percentage of student in the top two bands for NAPLAN reading maintained from Yr 7 to Yr 9. |
| By 2023, the following student Attitudes to School Survey (AToS) factors will improve:   * 'Effective teaching time' to 80% positively endorsed (from 57% in 2018). * 'Differentiated learning challenge' to 80% positively endorsed (from 53% in 2018). * 'Stimulated learning' to 80% positively endorsed (from 51% in 2018).   By 2023, participation rates in the student Attitudes to School Survey (AToS) will increase to 95% (from 85% in 2018). | Student Attitudes to School Survey (AToS):- 'Effective teaching time' to 80% positively endorsed.- 'Differentiated learning challenge' to 80% positively endorsed.- 'Stimulated learning' to 80% positively endorsed. |
| By 2023, Staff Opinion Survey (SOS) will increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 70% (from 66% in 2018). | Staff Opinion Survey (SOS):- Increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 66%. |
| Improve student ownership and engagement of their learning. | Yes | By 2023, reduce the average total number of days absent to 10 or less for all students (from 28.72 days in 2018).  By 2023, reduce average unapproved absences to less than five days for all students (from 10 days in 2018). | - Reduce the average total number of days absent to 15 or less for all students.- Reduce average unapproved absences to less than 10 days for all students. |
| By 2023, the following student Attitudes to School Survey (AToS) factors will improve:   * 'Learning confidence' to 70% positively endorsed (from 61% in 2018). * 'Resilience' to 70% positively endorsed (from 57% in 2018). * 'Motivation and interest' to 70% positively endorsed (from 58% in 2018). * 'Self-regulation and goal setting' to 70% positively endorsed (from 57% in 2018). * 'Attitudes to attendance' to 85% positively endorsed (from 73% in 2018). | Student Attitudes to School Survey (AToS):- 'Learning confidence' to 61% positively endorsed.- 'Resilience' to 57% positively endorsed.- 'Motivation and interest' to 58% positively endorsed.- 'Self-regulation and goal setting' to 57% positively endorsed.- 'Attitudes to attendance' to 73% positively endorsed. |
| By 2023, the following Staff Opinion Survey (SOS) factors will improve:   * 'Trust in students and parents' to 78% positively endorsed (from 65% in 2018). * 'Collective focus on student learning' to 70% positively endorsed (from 69% in 2018). | Staff Opinion Survey (SOS):- 'Trust in students and parents' to 65% positively endorsed.- 'Collective focus on student learning' to 69% positively endorsed. |
| By 2023, the following Parent Opinion Survey (POS) factors will improve:   * 'Student agency and voice' to 50% positively endorsed (from 41%  in 2018). * 'Confidence and resilience skills' to 55% positively endorsed (from 43% in 2018). | Parent Opinion Survey (POS):- 'Student agency and voice' to 50% positively endorsed.- 'Confidence and resilience skills' to 55% positively endorsed. |
| Improve partnerships between students, staff and families. | Yes | By 2023, the following Staff Opinion Survey (SOS) factors will improve:   * 'Collective efficacy' to 70% positively endorsed (from 62% in 2018). * 'Collective responsibility' to 75% positively endorsed (from 71% in 2018). * 'Academic emphasis' to 70% positively endorsed (from 57% in 2018). | Staff Opinion Survey (SOS):- 'Collective efficacy' to 62% positively endorsed.- 'Collective responsibility' to 71% positively endorsed.- 'Academic emphasis' to 57% positively endorsed. |
| By 2023, the following Parent Opinion Survey (POS) factors will improve:   * 'High expectations for success' to 70% positively endorsed (from 63% in 2018). * 'Student motivation and support' to 55% positively endorsed (from 46% in 2018). * 'Stimulating learning environment' to 50% positively endorsed (from 41% in 2018). * 'Effective teaching' to 65% positively endorsed (from 57% in 2018). | Parent Opinion Survey (POS):- 'High expectations for success' to 70% positively endorsed.- 'Student motivation and support' to 55% positively endorsed.- 'Stimulating learning environment' to 50% positively endorsed.- 'Effective teaching' to 65% positively endorsed. |

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| **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-month target | Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning support. The same applies to students social and emotional development. In 2022, we will continue to focus on student learning through improved teacher practices while also focusing on students social and emotional development. See specifics below. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b** | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | 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** | **Maximise the learning growth of every student.** | |
| 12-month target 2.1-month target | - Mean VCE study score of 29 or more.  - Learning gain, as measured by GAT adjusted score (VASS Report 10), will be above zero (0) in six (6) VCE subjects.  - VCAL completion rates of 90% or more. | |
| 12-month target 2.2-month target | NAPLAN:  - Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in numeracy.  - Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in reading.  - Percentage of students in the top two bands for NAPLAN numeracy maintained from Yr 7 to Yr 9.  - Percentage of student in the top two bands for NAPLAN reading maintained from Yr 7 to Yr 9. | |
| 12-month target 2.3-month target | Student Attitudes to School Survey (AToS):  - 'Effective teaching time' to 80% positively endorsed.  - 'Differentiated learning challenge' to 80% positively endorsed.  - 'Stimulated learning' to 80% positively endorsed. | |
| 12-month target 2.4-month target | Staff Opinion Survey (SOS):  - Increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 66%. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 2.a**  Excellence in teaching and learning | Develop and embed a documented whole school guaranteed and viable curriculum focused on differentiation for student point of need. | No |
| **KIS 2.b**  Excellence in teaching and learning | Embed rigorous assessment practices to inform teaching and learning. | No |
| **KIS 2.c**  Excellence in teaching and learning | Building staff capacity in instructional practices (consistent pedagogical approaches). | 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. | NA. | |
| **Goal 3** | **Improve student ownership and engagement of their learning.** | |
| 12-month target 3.1-month target | - Reduce the average total number of days absent to 15 or less for all students.  - Reduce average unapproved absences to less than 10 days for all students. | |
| 12-month target 3.2-month target | Student Attitudes to School Survey (AToS):  - 'Learning confidence' to 61% positively endorsed.  - 'Resilience' to 57% positively endorsed.  - 'Motivation and interest' to 58% positively endorsed.  - 'Self-regulation and goal setting' to 57% positively endorsed.  - 'Attitudes to attendance' to 73% positively endorsed. | |
| 12-month target 3.3-month target | Staff Opinion Survey (SOS):  - 'Trust in students and parents' to 65% positively endorsed.  - 'Collective focus on student learning' to 69% positively endorsed. | |
| 12-month target 3.4-month target | Parent Opinion Survey (POS):  - 'Student agency and voice' to 50% positively endorsed.  - 'Confidence and resilience skills' to 55% positively endorsed. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 3.a**  Positive climate for learning | Activate and embed genuine student voice in student learning and school improvement. | Yes |
| **KIS 3.b**  Positive climate for learning | Activate and embed genuine student leadership in student learning and school improvement. | No |
| **KIS 3.c**  Positive climate for learning | Activate and embed genuine student agency in student learning and school improvement. | 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. | Returning from another year of COVID lock downs / remote learning has seen the negative impact on students compounded. We need to re-engage our students with school, re-connect our students with each other, re-focus our students with their learning to their learning. | |
| **Goal 4** | **Improve partnerships between students, staff and families.** | |
| 12-month target 4.1-month target | Staff Opinion Survey (SOS):  - 'Collective efficacy' to 62% positively endorsed.  - 'Collective responsibility' to 71% positively endorsed.  - 'Academic emphasis' to 57% positively endorsed. | |
| 12-month target 4.2-month target | Parent Opinion Survey (POS):  - 'High expectations for success' to 70% positively endorsed.  - 'Student motivation and support' to 55% positively endorsed.  - 'Stimulating learning environment' to 50% positively endorsed.  - 'Effective teaching' to 65% positively endorsed. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 4.a**  Professional leadership | Define and embed a distributive instructional leadership model focused to improve student outcomes. | No |
| **KIS 4.b**  Professional leadership | Enable the whole school community through a clear understanding of the school’s vision, values and the school improvement agenda. | Yes |
| **KIS 4.c**  Excellence in teaching and learning | Embed the explicit use of evidence-based school improvement strategies and staff professional practice activities. | 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. | Returning from another year of COVID lock downs / remote learning has seen the negative impact on the whole school community compounded. Bringing everyone together through a shared vision and by increasing connectedness is more vital than ever. | |

**Define actions, outcomes, success indicators and activities**

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| **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 target | Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning support. The same applies to students social and emotional development. In 2022, we will continue to focus on student learning through improved teacher practices while also focusing on students social and emotional development. See specifics below. | | | | |
| KIS 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 | | | | |
| **Actions** | - Develop and effectively use individual learning plans (ILPs) for all students at risk. - Develop in class approaches to provide greater scaffolding and differentiation through the effective use of literacy strategies and HITS. - Develop out of class support programs utilising the Tutor Learning Initiative (TLI) and Middle Years Literacy and Numeracy Support (MYLNS) funding. - Undertake a full review of our maths curriculum, of our approaches to teaching maths, and of our students attitudes towards maths. - Further embed our approach to Professional Learning Communities (PLCs) and the inquiry cycle approach to teacher improvement. - Develop whole school clear and consistent approaches to classroom practices. Including the regular use of classroom walks and instructional rounds. | | | | |
| **Outcomes** | Leadership will: - establish processes to identify students in need of academic support. - (in conjunction with the relevant staff) create and disseminate ILPs for all students at risk. - support the Maths review through engagement with the DSSI initiative. - Prioritise PLCs and provide PD to PLC Leaders. - Prioritise learning walks and instructional rounds.  Teachers will: - access and use the ILPs regularly when planning. - (tutors) provide targeted academic support to identified students. - collaboratively plan and implement differentiated learning approaches based on student learning data. - document literacy strategies and HITS into curriculum. - will meet weekly in PLCs to evaluate, plan and engage in reflective practice and have literacy strategies / HITS as their core consideration. - complete two learning walks per term including post walk reflection.  Students will: - be able to to reflect on their learning progress. - be able to articulate our lesson format / the DC instructional model. - feel better supported in their learning through greater point of need teaching.  Community will: - have a clearer understanding of our support programs and how to access additional support. | | | | |
| **Success Indicators** | - PLC minutes and action plans. - PLCs:  \* Diagnose student learning needs using data.  \* Document differentiation strategies (literacy strategies and HITS).  \* Document formative assessment practices.  \* Evaluated student learning programs. - ILPs have clearly defined goals for each student. - ILPs uploaded to Compass. - Updated curriculum documentation to include literacy strategies / HITS. - Feedback from 'circle time'. - Maths review report and recommendations. - Minutes from math review meetings and staff consultation meetings. - Learning walk schedules. - Pre and post learning walk notes.  - See School Strategic Plan (SSP) 12-month targets related to Teaching & Learning (T&L). | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| ILPs developed and uploaded into Compass. | | 🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| PAT testing expanded and streamlined using PAT online (reading and numeracy). Including incoming Yr 7 students. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $2,500.00 |
| Cornell notes introduced as clear and consistent whole school approach. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $2,000.00 |
| Additional AP with T&L focus employed. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $30,000.00 |
| Create learning walk protocols and schedule. | | 🗹 Assistant principal  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Establish maths review team and set terms of reference. | | 🗹 Curriculum co-ordinator (s)  🗹 Leadership partners (DSSI)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00 |
| Head of Maths undertake PD into best practices / latest research in maths teaching and learning. | | 🗹 Assistant principal  🗹 Curriculum co-ordinator (s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $5,000.00 |
| PD and support provided to PLC Leaders. | | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Team leader(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,500.00 |
| Data easily available to staff in Compass (and via alternative avenues when Compass doesn't support). | | 🗹 Assistant principal  🗹 Data leader | 🞎 PLP Priority | from: Term 1  to: Term 3 | $10,000.00 |
| KIS 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | - Conduct review of whole school approach to wellbeing. - Establish a multi-tiered response model to meet student wellbeing needs. - Identify and start implementing positive student wellbeing approaches into all classrooms. | | | | |
| **Outcomes** | Leadership will: - develop a “Whole School Approach” to students social and emotional development. - develop a staff wellbeing strategy. - prioritise time on staff PD days for wellbeing (both staff wellbeing as well as approaches to supporting students). - promote our approaches to student wellbeing at DC to the community through PR / marketing channels.  Teachers will: - will recognise and appropriately respond to students’ wellbeing needs. - have a clear understanding of everyone's roles and responsibilities when it comes to supporting students wellbeing. - begin to develop the skills necessary to implement social and emotional learning in their classrooms.  Students will: - understand the importance of positive wellbeing. - recognise and respond to wellbeing concerns and know how and where to seek support.  Community will: - understand what supports and interventions DC uses to support students social and emotional development. - understand how to access support for their student from the Wellbeing Centre at DC. - feel greater sense of support from DC. | | | | |
| **Success Indicators** | - Processes and procedures for accessing Wellbeing Centre documented. - Jobs remits for Head of Wellbeing and for the two sub-school support roles written. - Wellbeing Review report finalised (including recommendations). - Staff wellbeing strategy written. - Student support resources displayed around the school will show how students can seek support. - Web site page dedicated to wellbeing supports (including how to access support). - Minutes from staff meetings and PD days. - Parent support program published to community. - See School Strategic Plan (SSP) 12-month targets related to Community & Wellbeing (C&W). | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Create new Head of Wellbeing position and recruit. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $101,000.00  🗹 Schools Mental Health Menu items will be used which may include DET funded or free items |
| Create new Sub-School support roles (one junior school, one senior school) and recruit. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $53,000.00  🗹 Equity funding will be used |
| Establish wellbeing review team and set terms of reference. | | 🗹 Assistant principal  🗹 Leadership partners (DSSI)  🗹 Leading teacher(s)  🗹 Student wellbeing co-ordinator  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 3 | $2,000.00 |
| Further embed restorative approaches to student management. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Student wellbeing co-ordinator  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $2,000.00 |
| Redesign student access to Wellbeing to streamline process and increase efficiency. | | 🗹 Assistant principal  🗹 Student wellbeing co-ordinator  🗹 Wellbeing team | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00 |
| Develope staff wellbeing strategy. | | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00 |
| Development and implementation of parent support program. | | 🗹 Assistant principal  🗹 Student wellbeing co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $2,500.00 |
| Wellbeing review team to undertake school visits and research best practice. | | 🗹 Assistant principal  🗹 Student wellbeing co-ordinator | 🗹 PLP Priority | from: Term 1  to: Term 3 | $2,500.00 |
| Establish online parent / carer help resource (similar to school.tv). | | 🗹 Student wellbeing co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $3,500.00 |
| **Goal 2** | Maximise the learning growth of every student. | | | | |
| 12-month target 2.1 target | - Mean VCE study score of 29 or more.  - Learning gain, as measured by GAT adjusted score (VASS Report 10), will be above zero (0) in six (6) VCE subjects.  - VCAL completion rates of 90% or more. | | | | |
| 12-month target 2.2 target | NAPLAN:  - Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in numeracy.  - Relative growth (Yr 7-9) will increase to at or above State benchmarks (>25% high gain and <25% low gain) in reading.  - Percentage of students in the top two bands for NAPLAN numeracy maintained from Yr 7 to Yr 9.  - Percentage of student in the top two bands for NAPLAN reading maintained from Yr 7 to Yr 9. | | | | |
| 12-month target 2.3 target | Student Attitudes to School Survey (AToS):  - 'Effective teaching time' to 80% positively endorsed.  - 'Differentiated learning challenge' to 80% positively endorsed.  - 'Stimulated learning' to 80% positively endorsed. | | | | |
| 12-month target 2.4 target | Staff Opinion Survey (SOS):  - Increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 66%. | | | | |
| KIS 2.c Evidence-based high-impact teaching strategies | Building staff capacity in instructional practices (consistent pedagogical approaches). | | | | |
| **Actions** | See KIS 1.a above. Actions embedded within this. | | | | |
| **Outcomes** | See KIS 1.a above. Outcomes embedded within this. | | | | |
| **Success Indicators** | See KIS 1.a above. Success Indicators embedded within this. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| See KIS 1.a above. Activities embedded within this. | | 🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| **Goal 3** | Improve student ownership and engagement of their learning. | | | | |
| 12-month target 3.1 target | - Reduce the average total number of days absent to 15 or less for all students.  - Reduce average unapproved absences to less than 10 days for all students. | | | | |
| 12-month target 3.2 target | Student Attitudes to School Survey (AToS):  - 'Learning confidence' to 61% positively endorsed.  - 'Resilience' to 57% positively endorsed.  - 'Motivation and interest' to 58% positively endorsed.  - 'Self-regulation and goal setting' to 57% positively endorsed.  - 'Attitudes to attendance' to 73% positively endorsed. | | | | |
| 12-month target 3.3 target | Staff Opinion Survey (SOS):  - 'Trust in students and parents' to 65% positively endorsed.  - 'Collective focus on student learning' to 69% positively endorsed. | | | | |
| 12-month target 3.4 target | Parent Opinion Survey (POS):  - 'Student agency and voice' to 50% positively endorsed.  - 'Confidence and resilience skills' to 55% positively endorsed. | | | | |
| KIS 3.a Empowering students and building school pride | Activate and embed genuine student voice in student learning and school improvement. | | | | |
| **Actions** | - Further embed restorative practices and increase student voice via the use of 'circle time'. - Increase student leadership opportunities and involvement in decision making processes at DC. | | | | |
| **Outcomes** | Leadership will: - create structures and opportunities for greater student voice. - promote student voice opportunities to the students and community. - support / provide PD to staff on restorative approaches.  Teachers will: - model and use restorative approaches when interacting with students. - engage with the feedback from students and discuss ways to incorporate ideas into classroom practices.  Students will: - be able to articulate the approach and constructively participate in restorative sessions. - feel that issues are addressed in a fair / balanced manner. - contribute to Mentor Group student voice sessions once per term. - be able to articulate what processes are in place at DC to glean their opinions and ideas.  Community will: - be able to articulate the restorative approaches used at DC. - be able to articulate what processes are in place at DC to glean student opinions and ideas. - participate in feedback sessions and feel a greater sense of involvement. | | | | |
| **Success Indicators** | - Notes from 'circle time' sessions. - PD sessions delivered via staff meetings / student free days. - Decrease in misbehavior incidents (in particular repeat incidents). - Actions and ideas from students voice feedback published to whole school along with steps being taken. - Increased number of students attending Student Representative Council (SRC) meetings. - Notes from Mentor Group session each term re student voice. - Minutes of Student Leadership Team meeting with Principal. - See School Strategic Plan (SSP) for related 12-month targets. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Research 'circle time' and develop implementation plan. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Year level co-ordinator(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00 |
| Implement new student leadership structure. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $5,000.00 |
| Leadership team conduct 'circle time' with select students / classes twice a term. | | 🗹 Assistant principal  🗹 Leadership team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00 |
| Increase student participation in Student Representative Council (SRC). | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Further develop and implement house points / merit system. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Student leadership coordinator  🗹 Year level co-ordinator(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00 |
| Create position of responsibility for Student Leadership Coordinator. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00 |
| **Goal 4** | Improve partnerships between students, staff and families. | | | | |
| 12-month target 4.1 target | Staff Opinion Survey (SOS):  - 'Collective efficacy' to 62% positively endorsed.  - 'Collective responsibility' to 71% positively endorsed.  - 'Academic emphasis' to 57% positively endorsed. | | | | |
| 12-month target 4.2 target | Parent Opinion Survey (POS):  - 'High expectations for success' to 70% positively endorsed.  - 'Student motivation and support' to 55% positively endorsed.  - 'Stimulating learning environment' to 50% positively endorsed.  - 'Effective teaching' to 65% positively endorsed. | | | | |
| KIS 4.b Vision, values and culture | Enable the whole school community through a clear understanding of the school’s vision, values and the school improvement agenda. | | | | |
| **Actions** | - Create Reconciliation Action Plan (RAP) and implement recommendations. - Increase / improve approaches to marketing and communication with our community. | | | | |
| **Outcomes** | Leaders will: - prioritise and promote the development of the Reconciliation Action Plan (RAP). - actively promote the virtues of DC to the students and to the community. - encourage all staff to contribute to DC marketing via social media posts and / or via College Newsletter articles.  Teachers will: - contribute to the development of the Reconciliation Action Plan (RAP). - be able to articulate what DC is doing in terms of reconciliation. - contribute regularly to DC marketing via social media posts and / or via College Newsletter articles.  Students will: - contribute to the development of the Reconciliation Action Plan (RAP). - be able to articulate what DC is doing in terms of reconciliation. - have a greater understanding of indigenous culture and history. - have a greater understanding of the virtues and all the good things happening at DC.  Community will: - be able to articulate what DC is doing in terms of reconciliation. - have a clear understanding of our approaches at DC and the reasoning behind them. - have clear insight into what DC is like to attend and all that DC has to offer. - be logging into and using Compass regularly. - be connected back into the school via (potential) Alumni Association. | | | | |
| **Success Indicators** | - Final version of Reconciliation Action Plan (RAP). - Increased number of school tours. - Increased hits on DC web site. - Increase in social media posts. - Notes from visits to feeder primary schools. - Assembly running sheets. - Parents/carer login statistics to Compass. - Increased enrolments. - See School Strategic Plan (SSP) for related 12-month targets. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Create Reconciliation Action Plan (RAP) working party and recruit staff, students, and community reps. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Create Reconciliation Action Plan (RAP) by adopting the Narragunnawali model. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00 |
| Implement recommendations from the Reconciliation Action Plan (RAP). | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $2,000.00 |
| Implement regular school tours and promote. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00 |
| Redesign web site. | | 🗹 Information Technology leader/team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $5,000.00 |
| Prin Class team visiting each feeder primary school once per term. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Revamp of College Newsletter. Including 'In Focus' section explains how / why / purpose behind our approaches. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Social media presence increased. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Transfer MIS from XUNO to Compass. | | 🗹 Information Technology leader/team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $10,000.00 |
| Re-introduce assemblies and use to promote our culture and the way we do things at DC. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Research the establishment of an Alumni Association. | | 🗹 Careers leader/team  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00 |

**Funding planner**

Summary of budget and allocated funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Summary of budget** | **School’s total funding ($)** | **Funding allocated in activities ($)** | **Still available/shortfall** |
| Equity Funding | $141,538.62 | $141,538.62 | $0.00 |
| Disability Inclusion Tier 2 Funding | $173,901.00 | $185,797.50 | -$11,896.50 |
| Schools Mental Health Fund and Menu | $29,479.90 | $29,479.90 | $0.00 |
| **Total** | $344,919.52 | $356,816.02 | -$11,896.50 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Create new Head of Wellbeing position and recruit. | $101,000.00 |
| Create new Sub-School support roles (one junior school, one senior school) and recruit. | $53,000.00 |
| **Totals** | $154,000.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Create new Sub-School support roles (one junior school, one senior school) and recruit. | from: Term 1  to: Term 1 | $36,617.55 | 🗹 School-based staffing |
| **Totals** |  | $36,617.55 |  |

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** |
| Create new Head of Wellbeing position and recruit. | from: Term 1  to: Term 1 | $29,479.90 | 🗹 Tier 1/Category: Social and emotional learning and mental health literacy  **This activity will use Mental Health Menu staffing**   * + Additional teacher   Head of Wellbeing   * + Staff Release   ES   * + Additional mental health and wellbeing professional   External agencies |
| **Totals** |  | $29,479.90 |  |

Additional funding planner – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Head of Wellbeing position | $101,000.00 |
| Admin support |  |
| Hand On Learning | $21,779.00 |
| Additional in class support | $17,000.00 |
| Additional teachers to support small classes and to provide additional teacher in Yr 10-12 English classes. | $17,000.00 |
| New Assistant Principal position with Disability Inclusion in their remit. | $31,903.80 |
| Hands On Learning program staffing (KEEB) |  |
| Hands On Learning program staffing (FRAB) | $10,124.90 |
| LS Interventions & Supports (BEDA) | $35,329.50 |
| Hans On Learning program resourcing / budget | $10,000.00 |
| Drum Beat program resourcing / budget | $6,798.70 |
| Sub School student support staff | $52,861.60 |
| **Totals** | $303,797.50 |

Additional funding planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing position | from: Term 1  to: Term 4 | $59,000.00 | 🗹 School-based staffing |
| Admin support | from: Term 1  to: Term 4 | $7,142.07 | 🗹 School-based staffing |
| Hand On Learning | from: Term 1  to: Term 4 | $21,779.00 | 🗹 School-based staffing |
| Additional in class support | from: Term 1  to: Term 4 |  |  |
| Additional teachers to support small classes and to provide additional teacher in Yr 10-12 English classes. | from: Term 1  to: Term 4 | $17,000.00 | 🗹 School-based staffing |
| New Assistant Principal position with Disability Inclusion in their remit. | from: Term 1  to: Term 4 |  |  |
| Hands On Learning program staffing (KEEB) | from: Term 1  to: Term 4 |  |  |
| Hands On Learning program staffing (FRAB) | from: Term 1  to: Term 4 |  |  |
| LS Interventions & Supports (BEDA) | from: Term 1  to: Term 4 |  |  |
| Hans On Learning program resourcing / budget | from: Term 1  to: Term 4 |  |  |
| Drum Beat program resourcing / budget | from: Term 1  to: Term 4 |  |  |
| Sub School student support staff | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $104,921.07 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing position | from: Term 1  to: Term 4 |  |  |
| Admin support | from: Term 1  to: Term 4 |  |  |
| Hand On Learning | from: Term 1  to: Term 4 |  |  |
| Additional in class support | from: Term 1  to: Term 4 | $17,000.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education support staff |
| Additional teachers to support small classes and to provide additional teacher in Yr 10-12 English classes. | from: Term 1  to: Term 4 |  |  |
| New Assistant Principal position with Disability Inclusion in their remit. | from: Term 1  to: Term 4 | $31,903.80 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Other   Assistant Principal |
| Hands On Learning program staffing (KEEB) | from: Term 1  to: Term 4 | $21,779.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Special education teacher |
| Hands On Learning program staffing (FRAB) | from: Term 1  to: Term 4 | $10,124.90 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties |
| LS Interventions & Supports (BEDA) | from: Term 1  to: Term 4 | $35,329.50 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Learning specialist |
| Hans On Learning program resourcing / budget | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Teaching and learning programs and resources |
| Drum Beat program resourcing / budget | from: Term 1  to: Term 4 | $6,798.70 | 🗹 Teaching and learning programs and resources |
| Sub School student support staff | from: Term 1  to: Term 4 | $52,861.60 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education support staff |
| **Totals** |  | $185,797.50 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Head of Wellbeing position | from: Term 1  to: Term 4 |  |  |
| Admin support | from: Term 1  to: Term 4 |  |  |
| Hand On Learning | from: Term 1  to: Term 4 |  |  |
| Additional in class support | from: Term 1  to: Term 4 |  |  |
| Additional teachers to support small classes and to provide additional teacher in Yr 10-12 English classes. | from: Term 1  to: Term 4 |  |  |
| New Assistant Principal position with Disability Inclusion in their remit. | from: Term 1  to: Term 4 |  |  |
| Hands On Learning program staffing (KEEB) | from: Term 1  to: Term 4 |  |  |
| Hands On Learning program staffing (FRAB) | from: Term 1  to: Term 4 |  |  |
| LS Interventions & Supports (BEDA) | from: Term 1  to: Term 4 |  |  |
| Hans On Learning program resourcing / budget | from: Term 1  to: Term 4 |  |  |
| Drum Beat program resourcing / budget | from: Term 1  to: Term 4 |  |  |
| Sub School student support staff | from: Term 1  to: Term 4 |  |  |
| **Totals** |  | $0.00 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| Cornell notes introduced as clear and consistent whole school approach. | 🗹 Assistant principal  🗹 Learning specialist(s) | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Formal school meeting / internal professional learning sessions  🗹 PLC/PLT meeting | 🗹 External consultants  AVID | 🗹 On-site |
| Head of Maths undertake PD into best practices / latest research in maths teaching and learning. | 🗹 Assistant principal  🗹 Curriculum co-ordinator (s) | from: Term 1  to: Term 2 | 🗹 Collaborative inquiry/action research team  🗹 Individualised reflection  🗹 Demonstration lessons | 🗹 Professional practice day  🗹 Communities of practice | 🗹 Subject association  🗹 External consultants  Stanford Uni online Jo Boaler course. | 🗹 On-site |
| PD and support provided to PLC Leaders. | 🗹 Assistant principal  🗹 Learning specialist(s)  🗹 Team leader(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Maths/Sci specialist | 🗹 On-site |
| Wellbeing review team to undertake school visits and research best practice. | 🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 3 | 🗹 Collaborative inquiry/action research team | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Communities of practice | 🗹 School improvement partnerships | 🗹 Off-site  Visiting other schools. |
| Research 'circle time' and develop implementation plan. | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Year level co-ordinator(s) | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Collaborative inquiry/action research team | 🗹 Whole school pupil free day  🗹 Formal school meeting / internal professional learning sessions | 🗹 External consultants  David Vinegrad | 🗹 On-site |