**2023 Annual Implementation Plan**

Submitted for review by Stephen Macphail (School Principal) on 21 May, 2023 at 09:35 PM  
Endorsed by Dale Power (Senior Education Improvement Leader) on 13 June, 2023 at 03:17 PM  
Endorsed by Stephanie Barron (School Council President) on 18 July, 2023 at 04:11 PM

**for improving student outcomes**

Daylesford Secondary College (7115)



**Self-evaluation summary - 2023**

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

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| **Engagement** | Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school | Evolving |
| Activation of student voice and agency, including in leadership and learning, 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 | Embedding |
| 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** | We continued to build our collegiate approaches (through PLCs) to improving our classroom practices. Through the PLCs, staff data literacy is improving but still needs significant development. Staff started to look at developing learning progressions to aid with differentiation. This work will be of significance over the coming year or two. In terms of results, average value added across all VCE subjects was -0.7 which shows that we are not far off the expected. With the exception of one subject at VCE our value added was fairly consistent showing that the improvement practices are paying off across the board. We continue to use data but are not leveraging it to its fullest. Our rubric / assessment data and instructional group data contains significant insights but without a proper data warehouse it is hard to access. The initial work on Disability Inclusion is positive and our understanding and information available about a large chunk of students 'at risk' has expanded exponentially. The next step is how do we differentiate / make adjustments in a classroom environment. The leadership team has been rounded out with the addition of the second Assistant Principal. This has seen significantly increased capacity to drive whole school improvement. |
| **Considerations for 2023** | We need to purchase a data warehouse and setup for easy interrogation by teachers. PLCs need to switch to wellbeing / student engagement focus. Learning to Learn will help our student significantly but most of 2023 will be teacher focused. |
| **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. |
| **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | Yes | Support for the 2023 Priorities | See 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 60% positively endorsed.- 'Differentiated learning challenge' to 56% positively endorsed.- 'Stimulated learning' to 54% 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 70%. |
| 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 22 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 48% positively endorsed.- 'Resilience' to 48% positively endorsed.- 'Motivation and interest' to 46% positively endorsed.- 'Self-regulation and goal setting' to 47% positively endorsed.- 'Attitudes to attendance' to 64% 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 51% positively endorsed.- 'Collective focus on student learning' to 67% 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 45% positively endorsed.- 'Collective responsibility' to 70% positively endorsed.- 'Academic emphasis' to 41% 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 46% positively endorsed.- 'Stimulating learning environment' to 50% positively endorsed.- 'Effective teaching' to 57% positively endorsed. |

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| **Goal 1** | **2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.** | |
| 12-month target 1.1-month target | See below. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1.a** | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | Yes |
| **KIS 1.b** | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023. | |
| **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 60% positively endorsed.  - 'Differentiated learning challenge' to 56% positively endorsed.  - 'Stimulated learning' to 54% positively endorsed. | |
| 12-month target 2.4-month target | Staff Opinion Survey (SOS):  - Increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 70%. | |
| **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. | Yes |
| **KIS 2.b**  Excellence in teaching and learning | Embed rigorous assessment practices to inform teaching and learning. | Yes |
| **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. | We continue to build and implement 'best practice' approaches based on the latest educational research and our work with Patrick Griffin. Our next steps centre around assessment and data. Developing learning progressions which will then give a basis from which to differentiate. Also developing a data warehouse that teachers can easily access in order to plan appropriately for differentiation. | |
| **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 22 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 48% positively endorsed.  - 'Resilience' to 48% positively endorsed.  - 'Motivation and interest' to 46% positively endorsed.  - 'Self-regulation and goal setting' to 47% positively endorsed.  - 'Attitudes to attendance' to 64% positively endorsed. | |
| 12-month target 3.3-month target | Staff Opinion Survey (SOS):  - 'Trust in students and parents' to 51% positively endorsed.  - 'Collective focus on student learning' to 67% 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. | We continue to build and implement 'best practice' approaches based on the latest educational research. Our next steps centre around developing greater opportunities for students voice to be heard through the introduction of Circle Time and by expanding the leadership opportunities afforded to students. | |
| **Goal 4** | **Improve partnerships between students, staff and families.** | |
| 12-month target 4.1-month target | Staff Opinion Survey (SOS):  - 'Collective efficacy' to 45% positively endorsed.  - 'Collective responsibility' to 70% positively endorsed.  - 'Academic emphasis' to 41% 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 46% positively endorsed.  - 'Stimulating learning environment' to 50% positively endorsed.  - 'Effective teaching' to 57% 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. | Yes |
| **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. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | We continue to build and implement 'best practice' approaches based on the latest educational research. Our next steps centre around promoting our values though the creation of a Reconciliation Action Plan (RAP). The Leadership Team needs to have well developed program to build their capacity. And the creation of two school improvement teams (SITs) will see staff looking further into best practice. | |

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

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| **Goal 1** | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | | |
| 12-month target 1.1 target | See below. | | | | |
| KIS 1.a Priority 2023 Dimension | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | | |
| **Actions** | See Goal 2-4 below. | | | | |
| **Outcomes** | See Goal 2-4 below. | | | | |
| **Success Indicators** | See Goal 2-4 below. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| See Goal 2-4 below. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 1.b Priority 2023 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | | |
| **Actions** | See Goals 2 - 4 below. | | | | |
| **Outcomes** | See Goals 2 - 4 below. | | | | |
| **Success Indicators** | See Goals 2 - 4 below. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| See Goal 2-4 below. | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| **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 60% positively endorsed.  - 'Differentiated learning challenge' to 56% positively endorsed.  - 'Stimulated learning' to 54% positively endorsed. | | | | |
| 12-month target 2.4 target | Staff Opinion Survey (SOS):  - Increase the percentage positively endorsed for 'Guaranteed and viable curriculum' to 70%. | | | | |
| KIS 2.a Curriculum planning and assessment | Develop and embed a documented whole school guaranteed and viable curriculum focused on differentiation for student point of need. | | | | |
| **Actions** | 1) Establish VCE VM community of practice to transition to, and develop curriculum for, the new qualification. 2) Conduct comprehensive review of the curriculum / timetable structure (in light of new VGSA). | | | | |
| **Outcomes** | Teachers will: 1) better understand the curriculum demands of the new VCE VM and develop documentation. 1) better understand the assessment demands of the new VCE VM and develop documentation. 1) meet regularly to collaboratively research and plan VCE VM implementation. 2) better understand the opportunities and constraints on the curriculum / timetable structure. | | | | |
| **Success Indicators** | - VCE VM PLC minutes and action plans. - VCE VM PLCs:  \* Diagnose student learning needs using data.  \* Document differentiation strategies (literacy strategies and HITS).  \* Document formative assessment practices.  \* Evaluated student learning programs. - Minutes from math review meetings and staff consultation meetings. - Learning walk schedules. - Pre and post learning walk notes.  - New curriculum / timetable structure. - 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 |
| 1) Create VCE VM Leader POR (1ppw time release) and incorporate into Curriculum Leaders team. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00 |
| 1) VCE VM COP established and regular meetings incorporated into the College calendar. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,600.00 |
| 1) Split (the normally combined) VCE VM Year 11 and 12 class into two separate classes. | | 🗹 Assistant principal  🗹 Timetable coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $45,000.00 |
| 1) VCE VM staff attend PD day once per term. | | 🗹 KLA leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,800.00 |
| 1) Create and document each VCE VM subjects curriculum and assessment. | | 🗹 KLA leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 1) Run fundraisers to generate income for VCE VM projects and establish budget lines. | | 🗹 KLA leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 1) Establish connections with other schools and visit then to explore their VCE VM setup / curriclum / assessment. | | 🗹 KLA leader  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 2) Develop curriculum / timetable setup and consult with KLA Leaders, LCC and all staff. Make revisions and produce updated version(s). | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| KIS 2.b Evaluating impact on learning | Embed rigorous assessment practices to inform teaching and learning. | | | | |
| **Actions** | 3) Establish learning progressions in all subject areas to aid with differentiation. 4) Establish a data warehouse and develop the use of data to aid differentiated instruction. 5) All staff trained in school wide consistent approaches to Mental Health First Aid (MHFA). | | | | |
| **Outcomes** | Teachers will: 3) better understand the learning progressions in their subject area and use this to differentiate better. 4) have better access to data and will use data more. 5) better understand the signs to look out of and how to respond in an appropriate / supportive manner. 5) better understand the processes and procedures involved in supporting student mental health. | | | | |
| **Success Indicators** | - Curriculum and assessment documentation. - Finalised data warehouse. - Copy / record of data literacy PD sessions. - PD records and notes. - Learning walk schedules. - Pre and post learning walk notes.  - Staff reflections and ratings. - 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 |
| 3) Establish Patrick Griffin COP and run weekly meetings / PD. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 3) Research learning progressions including contact with other schools. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,500.00 |
| 4) Research data warehouse options and make recommendations. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| 4) Setup data warehouse with preferred supplier | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 2  to: Term 2 | $7,000.00 |
| 4) Deliver PD to all staff on using data warehouse and create user manual. | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 3  to: Term 4 | $2,500.00 |
| 4) Incorporate use of data warehouse into PLCs. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| 3) Have small team of teachers testing trial learning progressions in the classroom. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 3) Transfer learning progressions into Guttman charts and use to identify zone of proximal development (ZPD). | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 3) PD staff on Guttman charts / zone of proximal development (ZPD). | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00 |
| KIS 2.c Evidence-based high-impact teaching strategies | Building staff capacity in instructional practices (consistent pedagogical approaches). | | | | |
| **Actions** | 6) Adoption of Berry St trauma informed practices (TIP) coaching model. 7) PD staff on incorporating Learning To Learn into their classrooms and across the school. 8) Maths to incorporate more inclusive approaches into Year 7-9 classes (based on Jo Boaler / YouCubed). 9) Further embed our approach to Professional Learning Communities (PLCs) and the inquiry cycle with a focus on classroom culture and student engagement. | | | | |
| **Outcomes** | Teachers will: 6) incorporate Berry St approaches into their classrooms and have a larger repertoire of strategies. 7) better understand the language involved in building students learning to learn capacity. 8) Range of strategies and actitivies in maths at Year 7-9 increasing. | | | | |
| **Success Indicators** | - Maths curriculum and assessment documentation - Copy / record of data literacy PD sessions. - PD records and notes. - Learning walk schedules. - Pre and post learning walk notes.  - Staff reflections and ratings. - 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. - 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 |
| 6) Berry St to prsesent PD to staff. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,500.00 |
| 6) Berry St to work with select teachers to coach them on applying the model to more challenging students. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 4 | $2,500.00 |
| 7) Regular staff PD on learning to learn (L2L). | | 🗹 Assistant principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 7) Develop vision of the classroom / learner for L2L. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 7) Conduct review of progress reports and parent-teacher conferences in line with L2L thinking. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| 8) All Maths staff to attend Jo Boaler PD and complete Jo Boaler inline course. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 3 | $2,500.00 |
| 8) Maths to develop philosophy / vision statement about how maths is taught at DC (Years 7-9). | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 8) Maths to incorporate Jo Boaler-esque tasks into curriculum. | | 🗹 KLA leader  🗹 Leading teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 9) PLCs to focus on student wellbeing and engagement. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| 9) Develop data mechanisms for PLCs garnering info from students that can be used at PLCs to analyse. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $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 22 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 48% positively endorsed.  - 'Resilience' to 48% positively endorsed.  - 'Motivation and interest' to 46% positively endorsed.  - 'Self-regulation and goal setting' to 47% positively endorsed.  - 'Attitudes to attendance' to 64% positively endorsed. | | | | |
| 12-month target 3.3 target | Staff Opinion Survey (SOS):  - 'Trust in students and parents' to 51% positively endorsed.  - 'Collective focus on student learning' to 67% 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** | 10) Introduce Circle Time into all classes to build reflection and student voice.0 11) Year 8 and 10 students to be trained in Mental Health First Aid and Year 8 to create 'The Crew'. 12) Wellio program developed and rolled out at Years 7 - 9. | | | | |
| **Outcomes** | Teachers will: 10) seek feedback from students more regularly in class and have greater understanding of student attitudes and feelings. | | | | |
| **Success Indicators** | - Copy / record of circle time PD sessions. - PD records and notes. - Learning walk schedules. - Pre and post learning walk notes.  - Staff reflections and ratings. - 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. - 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 |
| 10) Research 'circle time' and develop implementation plan. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 10) Leadership team conduct 'circle time' with select students / classes twice a term. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| 10) David Vinegrad to PD staff on Circle time. | | 🗹 Principal | 🗹 PLP Priority | from: Term 3  to: Term 3 | $2,500.00 |
| 10) Staff to run circle time during Mentor Groups (Yr 7-9) | | 🗹 Literacy improvement teacher | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 10) Student Managers to run circle time with classes when issues arise. | | 🗹 Sub school leader/s | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| 11) Staff trained in Youth Mental Health First Aid. | | 🗹 Education support  🗹 Leading teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,500.00 |
| 11) Year 8 & 10 students trained in Teen Mental Health First Aid. | | 🗹 Leading teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 4 | $2,500.00 |
| 11) Create partnership with external agencies and explore funding opportunities for Live4Life program | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| 11) Create 'The Crew' and launch with whole school.. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00 |
| 12) Work with vendor to install and setup Wellio | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 12) Curriculum for Year 7-10 wellbeing lessons developed and rolled out to Mentor Group teachers | | 🗹 Literacy improvement teacher | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 12) Staff PD on Wellio | | 🗹 Leading teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $5,000.00 |
| 12) Promote Wellio to parents and run parent sessions. | | 🗹 Literacy improvement teacher | 🞎 PLP Priority | from: Term 1  to: Term 4 | $2,000.00 |
| **Goal 4** | Improve partnerships between students, staff and families. | | | | |
| 12-month target 4.1 target | Staff Opinion Survey (SOS):  - 'Collective efficacy' to 45% positively endorsed.  - 'Collective responsibility' to 70% positively endorsed.  - 'Academic emphasis' to 41% 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 46% positively endorsed.  - 'Stimulating learning environment' to 50% positively endorsed.  - 'Effective teaching' to 57% positively endorsed. | | | | |
| KIS 4.a Instructional and shared leadership | Define and embed a distributive instructional leadership model focused to improve student outcomes. | | | | |
| **Actions** | 13) Develop a comprehensive leadership program. | | | | |
| **Outcomes** | Teachers will: 13) develop their leadership capacity more and have larger repertoire of skills. In particular relating to difficult conversations. | | | | |
| **Success Indicators** | - PD / leadership team meeting notes - Self reflection / rating. - Debrief after difficult conversations. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| 13) Create leadership team development program | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $1,000.00 |
| 13) Leadership team to do Genos EI 360 feedback survey and coaching. | | 🗹 Leading teacher(s)  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $2,000.00 |
| 13) Leadership away day(s) focusing on leadership development. | | 🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 4 | $2,000.00 |
| 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** | 14) Develop and implement Reconciliation Action Plan (RAP). | | | | |
| **Outcomes** | Teachers will: 14) better incorporate koorie perspectives and teaching opportunities into the curriculum. | | | | |
| **Success Indicators** | - Curriculum documentation with Koorie opportunities embedded into it. - Meeting minutes / discussions. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| 14) Create School Council working party to develop RAP. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 14) Consultation with key stakeholders re RAP development. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 14) Publish RAP along with key activities and actions. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| 14) Run staff PD session on RAP. | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00 |
| 14) Teachers identify opportunities for cultural integration into curriclum and document. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 4.c Evidence-based high-impact teaching strategies | Embed the explicit use of evidence-based school improvement strategies and staff professional practice activities. | | | | |
| **Actions** | 15) Mentor group school improvement team (SIT) to review Mentor Groups and develop curriculum. 16) Year 9 SIT to develop alternative program. | | | | |
| **Outcomes** | 15) a fully developed mentor program 16) A fully developed Year 9 program | | | | |
| **Success Indicators** | See above. | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| 15) Mentor Group SIT and Yr 9 SIT created and meetings formalised on calendar. | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| 15) Mentor Group SIT and Yr 9 SIT to research best practice and to develop proposal. | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 2  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 | $145,499.77 | $145,501.00 | -$1.23 |
| Disability Inclusion Tier 2 Funding | $163,168.86 | $162,622.00 | $546.86 |
| Schools Mental Health Fund and Menu | $56,783.46 | $57,000.00 | -$216.54 |
| **Total** | $365,452.09 | $365,123.00 | $329.09 |

Activities and milestones – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| **Totals** | $0.00 |

Activities and milestones - Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Activities and milestones - Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Activities and milestones - Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| **Totals** |  | $0.00 |  |

Additional funding planner – Total Budget

|  |  |
| --- | --- |
| **Activities and milestones** | **Budget** |
| Chaplaincy shortfall in salary | $7,724.00 |
| Youth Worker (0.2 FTE) | $14,002.00 |
| Head of Wellbeing | $55,088.00 |
| Mow2Grow staffing | $11,975.00 |
| CC&U staffing | $11,975.00 |
| Small classes | $30,187.00 |
| Admin and resourcing. | $14,550.00 |
| DI Leadership AP | $29,282.00 |
| DI LT | $10,941.00 |
| DI Coordinator | $45,564.00 |
| Tier 2 in class support (0.51 FTE) | $23,950.00 |
| Admin and resourcing | $15,910.00 |
| Youth Mental Health First Aid | $5,678.00 |
| Art therapist | $25,000.00 |
| Berry St model | $6,000.00 |
| **Totals** | $307,826.00 |

Additional funding planner – Equity Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Chaplaincy shortfall in salary | from: Term 1  to: Term 4 | $7,724.00 | 🗹 School-based staffing |
| Youth Worker (0.2 FTE) | from: Term 1  to: Term 4 | $14,002.00 | 🗹 School-based staffing |
| Head of Wellbeing | from: Term 1  to: Term 4 | $55,088.00 | 🗹 School-based staffing |
| Mow2Grow staffing | from: Term 1  to: Term 4 | $11,975.00 | 🗹 School-based staffing |
| CC&U staffing | from: Term 1  to: Term 4 | $11,975.00 | 🗹 School-based staffing |
| Small classes | from: Term 1  to: Term 4 | $30,187.00 | 🗹 School-based staffing |
| Admin and resourcing. | from: Term 1  to: Term 4 | $14,550.00 | 🗹 Teaching and learning programs and resources  🗹 Support services  🗹 Assets |
| DI Leadership AP | from: Term 1  to: Term 4 | $0.00 |  |
| DI LT | from: Term 1  to: Term 4 | $0.00 |  |
| DI Coordinator | from: Term 1  to: Term 4 | $0.00 |  |
| Tier 2 in class support (0.51 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Admin and resourcing | from: Term 1  to: Term 4 | $0.00 |  |
| Youth Mental Health First Aid | from: Term 1  to: Term 4 | $0.00 |  |
| Art therapist | from: Term 1  to: Term 4 | $0.00 |  |
| Berry St model | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $145,501.00 |  |

Additional funding planner – Disability Inclusion Funding

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Chaplaincy shortfall in salary | from: Term 1  to: Term 4 | $0.00 |  |
| Youth Worker (0.2 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Head of Wellbeing | from: Term 1  to: Term 4 | $0.00 |  |
| Mow2Grow staffing | from: Term 1  to: Term 4 | $0.00 |  |
| CC&U staffing | from: Term 1  to: Term 4 | $0.00 |  |
| Small classes | from: Term 1  to: Term 4 | $0.00 |  |
| Admin and resourcing. | from: Term 1  to: Term 4 | $0.00 |  |
| DI Leadership AP | from: Term 1  to: Term 4 | $29,282.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Other   AP |
| DI LT | from: Term 1  to: Term 4 | $35,941.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Leading teacher |
| DI Coordinator | from: Term 1  to: Term 4 | $45,564.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Disability inclusion coordinator * Special education teacher |
| Tier 2 in class support (0.51 FTE) | from: Term 1  to: Term 4 | $35,925.00 | 🗹 Education workforces and/or assigning existing school staff to inclusive education duties   * Education support staff |
| Admin and resourcing | from: Term 1  to: Term 4 | $15,910.00 | 🗹 Teaching and learning programs and resources |
| Youth Mental Health First Aid | from: Term 1  to: Term 4 | $0.00 |  |
| Art therapist | from: Term 1  to: Term 4 | $0.00 |  |
| Berry St model | from: Term 1  to: Term 4 | $0.00 |  |
| **Totals** |  | $162,622.00 |  |

Additional funding planner – Schools Mental Health Fund and Menu

|  |  |  |  |
| --- | --- | --- | --- |
| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
| Chaplaincy shortfall in salary | from: Term 1  to: Term 4 | $0.00 |  |
| Youth Worker (0.2 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Head of Wellbeing | from: Term 1  to: Term 4 | $0.00 |  |
| Mow2Grow staffing | from: Term 1  to: Term 4 | $0.00 |  |
| CC&U staffing | from: Term 1  to: Term 4 | $0.00 |  |
| Small classes | from: Term 1  to: Term 4 | $0.00 |  |
| Admin and resourcing. | from: Term 1  to: Term 4 | $0.00 |  |
| DI Leadership AP | from: Term 1  to: Term 4 | $0.00 |  |
| DI LT | from: Term 1  to: Term 4 | $0.00 |  |
| DI Coordinator | from: Term 1  to: Term 4 | $0.00 |  |
| Tier 2 in class support (0.51 FTE) | from: Term 1  to: Term 4 | $0.00 |  |
| Admin and resourcing | from: Term 1  to: Term 4 | $0.00 |  |
| Youth Mental Health First Aid | from: Term 1  to: Term 4 | $35,000.00 | 🗹 Live4Life (Youth Live4Life)(Local community-led mental health interventions)  **This activity will use Mental Health Menu staffing**   * + Engage Mental Health Staff ad-hoc in person (eduPay or non-teaching staff)   + Engage Mental Health Staff ad-hoc via telehealth (eduPay or non-teaching staff)   + Program delivered in school by external service provider   + Employ Mental Health Staff in school (eduPay or non-teaching staff)   + Employ CRT to release staff member   + Employ additional teacher to release staff member (eduPay)   + Build staff capacity (conference, course, seminar)   + Purchase materials to implement initiatives (Non-curriculum consumables or school-based activities) |
| Art therapist | from: Term 1  to: Term 4 | $12,000.00 | 🗹 Arts Therapists |
| Berry St model | from: Term 1  to: Term 4 | $10,000.00 | 🗹 Berry Street Education Model (BSEM) |
| **Totals** |  | $57,000.00 |  |

**Professional learning plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
| 1) VCE VM COP established and regular meetings incorporated into the College calendar. | 🗹 Principal | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Collaborative inquiry/action research team  🗹 Curriculum development | 🗹 PLC/PLT meeting | 🗹 VCAA curriculum specialist | 🗹 On-site |
| 1) VCE VM staff attend PD day once per term. | 🗹 KLA leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Collaborative inquiry/action research team  🗹 Curriculum development | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Formal school meeting / internal professional learning sessions  🗹 Timetabled planning day | 🗹 Teaching partners | 🗹 On-site |
| 3) Establish Patrick Griffin COP and run weekly meetings / PD. | 🗹 Assistant principal | from: Term 1  to: Term 1 | 🗹 Design of formative assessments  🗹 Moderated assessment of student learning  🗹 Collaborative inquiry/action research team | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Teaching partners | 🗹 On-site |
| 4) Setup data warehouse with preferred supplier | 🗹 Assistant principal | from: Term 2  to: Term 2 | 🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Teaching partners | 🗹 On-site |
| 4) Deliver PD to all staff on using data warehouse and create user manual. | 🗹 Assistant principal | from: Term 3  to: Term 4 | 🗹 Preparation  🗹 Design of formative assessments | 🗹 Whole school pupil free day | 🗹 Teaching partners | 🗹 On-site |
| 6) Berry St to work with select teachers to coach them on applying the model to more challenging students. | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s) | from: Term 2  to: Term 4 | 🗹 Collaborative inquiry/action research team  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Whole school pupil free day  🗹 Professional practice day  🗹 Formal school meeting / internal professional learning sessions | 🗹 Teaching partners  🗹 External consultants  Berry St | 🗹 On-site |
| 7) Regular staff PD on learning to learn (L2L). | 🗹 Assistant principal | from: Term 1  to: Term 4 | 🗹 Preparation | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Teaching partners | 🗹 On-site |
| 8) All Maths staff to attend Jo Boaler PD and complete Jo Boaler inline course. | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s) | from: Term 3  to: Term 3 | 🗹 Design of formative assessments  🗹 Collaborative inquiry/action research team  🗹 Curriculum development | 🗹 Timetabled planning day | 🗹 External consultants  Jo Boaler | 🗹 Off-site  The Academy Ballarat |
| 10) David Vinegrad to PD staff on Circle time. | 🗹 Principal | from: Term 3  to: Term 3 | 🗹 Preparation | 🗹 Whole school pupil free day | 🗹 External consultants  David Vinegrad | 🗹 On-site |
| 11) Staff trained in Youth Mental Health First Aid. | 🗹 Education support  🗹 Leading teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Preparation | 🗹 Whole school pupil free day | 🗹 External consultants  MHFA trainer | 🗹 On-site |
| 11) Year 8 & 10 students trained in Teen Mental Health First Aid. | 🗹 Leading teacher(s) | from: Term 3  to: Term 4 | 🗹 Preparation | 🗹 Timetabled planning day | 🗹 Teaching partners  🗹 External consultants  MHFA trainer | 🗹 On-site |
| 13) Create leadership team development program | 🗹 Principal | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal school meeting / internal professional learning sessions | 🗹 Leadership partners | 🗹 On-site |