2022 Annual Implementation Plan

for improving student outcomes

Diamond Valley College (8746)

Submitted for review by Allison Bennett (School Principal) on 31 March, 2022 at 02:51 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

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

| Support | Responsive, tiered and 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 | |

| Enter your reflective comments | 2021 has proven to be a difficult year yet again, however the staff are to be commended for continuing the school improvement journey. While we met few of our targets for 2021, the focus has very much been on establishing solid foundations for 2022 particularly in the areas of curriculum documentation , a whole school literacy plan and the development of a whole school numeracy plan. All teaching staff are engaged in capacity building and professional learning in the use of the PLC improvement framework. The aim is for staff to work collaboratively, to imbed |

	this improvement framework our practice rather than as a stand alone initiative. We continue our work with DSSI and look forward to aligning our work with DET's priority goals.
Considerations for 2022	The college leadership team need to assess what was achieved or not in 2021 and prioritise aspects of this for 2022. Consideration needs to be given to staffing and budgetary constraints, DET initiatives and what can realistically be achieved.
Documents that support this plan	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning growth for every student across all domains
Target 2.1	Increase percentage of students in NAPLAN middle and top two bands: • Year 9 Reading from 81% (2019) to 85% (2023) Note:19% in top two bands in 2019 • Year 9 Writing from 56% (2019) to 70% (2023) Note: 8% in top two bands in 2019 • Year 9 Numeracy from 94% (2019) to 95% (2023 and the top two bands from 21% (2019) to 25% (2023)
Target 2.2	Increase percentage of students in NAPLAN above benchmark growth matched cohorts Years 7-9 • Year 9 Reading from 15% (2019) 25% in 2023 • Year 9 Writing from 16% (2019) to 25% in 2023

	• Year 9 Numeracy from 23% Year 9 (2019) to 30% in 2023
Target 2.3	By 2023 the VCE Mean Study Score will have increased from 27.07 to 30.
Target 2.4	By 2023 the following AToSS factors: • Differentiated Learning from 49% (2019) to 60% (2023)
Target 2.5	By 2023 the following Staff Opinion Survey factors: • Use evidence to inform teaching practice from 41% (2019) to 60% • Understand how to analyse data from 16% (2019) to 60%
Key Improvement Strategy 2.a Building practice excellence	Build teacher capacity, curriculum planning and collective responsibility across all Domains to differentiate to point of need to ensure challenge and progress for every student
Key Improvement Strategy 2.b Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model (DVCIM) which is based on the Victorian Teaching and Learning Model in all domains
Key Improvement Strategy 2.c Building practice excellence	Develop an agreed approach and collective responsibility to the effective teaching of literacy and numeracy across all domains using a PLC approach to maximise student learning growth
Key Improvement Strategy 2.d	Build teacher capacity through participation in peer observations and the provision of explicit feedback on evidence based instructional practices

Building practice excellence	
Key Improvement Strategy 2.e Building practice excellence	Action Plan to accelerate collaborative improvement through DSSI, MYLYNS and PLC initiatives including consistent domain templates using HITS, DVCIM, dta and reflection.
Goal 3	To improve student voice and agency in their learning
Target 3.1	By 2023 the following AToSS factors: • Student voice and agency; positive endorsement from 36% (2019) to 57% (2023). • Motivation and interest in learning; positive endorsement from 59% (2019) to 70% (2023). • Self–regulation and goal setting; positive endorsement from 61% (2019) to 73% (2023).
Target 3.2	By 2023 the following SOS factors: • Use student feedback to improve practice from 44% (2019) 85% (2023) • Use high impact teaching strategies from 59% (2019) to 85% (2023) • Trust in students and parents 34% (2019) to 65% (2023)
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Enable authentic opportunities for students to collaborate, make decisions and provide feedback around their learning with a focus on high expectations and goal setting.
Key Improvement Strategy 3.b	Build practices for including student agency in the development of curriculum and pedagogy into the consistent domain templates using HITS, DVCIM, data and reflection.

Empowering students and building school pride	
Goal 4	To strengthen students' engagement and connectedness to school community
Target 4.1	The following AToSS factors positive endorsement will improve. • Teacher concerns from 35% (2019) to 55% (2023). • School connectedness from 51% (2019) to 60% (2023). • Respect for Diversity from 43% (2019) to 55% (2023). • Effective teaching time from 56% (2019) to 68% (2023). • High Expectations from 66% (2019) to 78% (2023).
Target 4.2	By 2023 the SOS factor: • Academic emphasis—positive endorsement 52% (2019) to 60% (2023)
Target 4.3	By 2023 absenteeism will have decreased from an average of 18 to 15 days per student.
Key Improvement Strategy 4.a Empowering students and building school pride	Strengthen the partnership between staff, student and parents to create a shared responsibility for student wellbeing in classes, assemblies, co-curricular activities and other opportunities.

Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Develop a culture of high expectations, respect for diversity and aspirations for all students
Key Improvement Strategy 4.c Empowering students and building school pride	Create a whole school approach to an inclusive, safe and supportive learning environment continuing to work with Berry Street https://learning.berrystreet.org.au/focus-areas/berry-street-education-model and Respectful Relationships models https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/capabilities/personal/Pages/respectfulrel.aspx

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
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	The following ATOSS factor - Differentiated Learning challenge positive endorsement from 55% (2021) to 58% - Motivation and interest in learning; positive endorsement from 49%(2021) to 55 per cent. - Teacher concerns positive endorsement from 38% (2021) to at or above 50% - School connectedness positive endorsement from 49% (2021) to at or above 60% Average absenteeism at all year levels to be at or below 20 days. ****have a focus on year 9*****
Maximise learning growth for every student across all domains	Yes	Increase percentage of students in NAPLAN middle and top two bands: • Year 9 Reading from 81% (2019) to 85% (2023) Note:19% in top two bands in 2019 • Year 9 Writing from 56% (2019) to 70% (2023) Note: 8% in top two bands in 2019	Increase percentage of students in NAPLAN middle and top two bands: •Year 9 Reading from 79% (2021) to 83% •Year 9 Writing from 74% (2021) to 80% •Year 9 Numeracy from 80% (2021) to 85% and the top two bands to 20%

• Year 9 Numeracy from 94% (2019) to 95% (2023 and the top two bands from 21% (2019) to 25% (2023)	
Increase percentage of students in NAPLAN above benchmark growth matched cohorts Years 7-9 • Year 9 Reading from 15% (2019) 25% in 2023 • Year 9 Writing from 16% (2019) to 25% in 2023 • Year 9 Numeracy from 23% Year 9 (2019) to 30% in 2023	Increase percentage of students in NAPLAN above benchmark growth matched cohorts Years 7-9 •Year 9 Reading from 16% (2021) 20% •Year 9 Writing from 16% (2021) to 20% •Year 9 Numeracy from 15% Year 9 (2021) to 20%
By 2023 the VCE Mean Study Score will have increased from 27.07 to 30.	The VCE Mean Study Score will have increased to 28.5
By 2023 the following AToSS factors: • Differentiated Learning from 49% (2019) to 60% (2023)	The following ATOSS factor - Differentiated Learning challenge positive endorsement from 55% (2021) to 58%
By 2023 the following Staff Opinion Survey factors: • Use evidence to inform teaching practice from 41% (2019) to 60%	The following SOS factor: - Use evidence to inform practice from 52%(2021) to 55% - Understand how to use data from 25% (2021) to 35%

		• Understand how to analyse data from 16% (2019) to 60%	
To improve student voice and agency in their learning	No	By 2023 the following AToSS factors: • Student voice and agency; positive endorsement from 36% (2019) to 57% (2023). • Motivation and interest in learning; positive endorsement from 59% (2019) to 70% (2023). • Self–regulation and goal setting; positive endorsement from 61% (2019) to 73% (2023).	
		By 2023 the following SOS factors: • Use student feedback to improve practice from 44% (2019) 85% (2023) • Use high impact teaching strategies from 59% (2019) to 85% (2023) • Trust in students and parents 34% (2019) to 65% (2023)	
To strengthen students' engagement and connectedness to school community	No	The following AToSS factors positive endorsement will improve.	

		- Teacher concerns from 35% (2019) to 55% (2023). - School connectedness from 51% (2019) to 60% (2023). - Respect for Diversity from 43% (2019) to 55% (2023). - Effective teaching time from 56% (2019) to 68% (2023). - High Expectations from 66% (2019) to 78% (2023).	
		By 2023 the SOS factor: - Academic emphasis—positive endorsement 52% (2019) to 60% (2023)	
		By 2023 absenteeism will have decreased from an average of 18 to 15 days per student.	

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		The following ATOSS factor - Differentiated Learning challenge positive endorsement from 55% (2021) to 58% - Motivation and interest in learning; positive endorsement from 49%(2021) to 55 per cent. - Teacher concerns positive endorsement from 38% (2021) to at or above 50% - School connectedness positive endorsement from 49% (2021) to at or above 60% Average absenteeism at all year levels to be at or below 20 days. ****have a focus on year 9*****	
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension		Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension		Wellbeing - Effectively 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 learning growth for every student across all domains	
12 Month Target 2.1		Increase percentage of students in NAPLAN middle and top two bands: •Year 9 Reading from 79% (2021) to 83% •Year 9 Writing from 74% (2021) to 80% •Year 9 Numeracy from 80% (2021) to 85% and the top two bands to 20%	

12 Month Target 2.2	Increase percentage of students in NAPLAN above benchmark growth matched cohorts Years 7-9 •Year 9 Reading from 16% (2021) 20% •Year 9 Writing from 16% (2021) to 20% •Year 9 Numeracy from 15% Year 9 (2021) to 20%	
12 Month Target 2.3	The VCE Mean Study Score will have increased to 28.5	
12 Month Target 2.4	The following ATOSS factor - Differentiated Learning challenge positive endorsement from 55% (2021) to 58%	
12 Month Target 2.5	The following SOS factor: - Use evidence to inform practice from 52%(2021) to 55% - Understand how to use data from 25% (2021) to 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity, curriculum planning and collective responsibility across all Domains to differentiate to point of need to ensure challenge and progress for every student	Yes
KIS 2 Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model (DVCIM) which is based on the Victorian Teaching and Learning Model in all domains	No
KIS 3 Building practice excellence	Develop an agreed approach and collective responsibility to the effective teaching of literacy and numeracy across all domains using a PLC approach to maximise student learning growth	Yes
KIS 4 Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on evidence based instructional practices	No
KIS 5 Building practice excellence	Action Plan to accelerate collaborative improvement through DSSI, MYLYNS and PLC initiatives including consistent domain templates using HITS, DVCIM, dta and reflection.	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.	The key improvement strategies selected are ones that retain the focus of our work from 2021 and support the DET priority goals. it is important that we focus our work to ensure that building teacher capacity is a focus and that the learning growth for all students and their well being is a priority. We have targeted our KIS to ensure we remain focused on Strategic Plan goals and targets, but ensure that they meet the needs of our staff and students after two very difficult years.

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions	Short term actions will include
	    - data collection and analysis to identify point of need teaching. This will include the implementation of On Demand and PAT literacy and numeracy.
	    - establishment of improvement teams that utilise the PLC framework for improvement
	    - monitor development and implementation of plans with the DSSI team
	    - continued work on the visible & viable curriculum to ensure access for all students
	    - continued work on student IEP and SSG to support students with their learning needs
	
	Long term actions will include
	    - implementation of Tutor Learning Initiative and MYLN support and capability building
	    - strategic implementation of the DVC Literacy plan
	    - development of the DVC numeracy plan
	    - review of curriculum structure with clear direction based on student interest, engagement, pathways, available resources and staffing

Outcomes	Leaders will:
	- develop a whole school numeracy plan.
	- have a consistent approach to how our teaching & learning teams using their collaboration and planning time meetings to identify learning approaches that best meet the needs of the students
	- facilitate professional learning for staff to build their data literacy and their capacity to build capabilities in literacy and numeracy
	Teachers will:
	- use a consistent template for curriculum documentation based on the DVC Teaching Model and FISO2
	- documented curriculum that includes differentiation and common assessment tasks
	- incorporate literacy and numeracy strategies in curriculum documentation.
	- analyse student achievement data to improve their practice and ensure point of need learning
	- begin to identify key developmental skills to be incorporated into developmental rubrics.
	Students will:
	- be able to articulate the 'usual' structure of lessons
	- identify their needs as a learner and their goals for future learning growth
Success Indicators	Leaders will:
	- Model teaching and learning strategies
	- Invite staff to visit their classes.
	- Visit teachers classes in the form of peer observations and learning walks with a focus on the DVC Teaching Model.
	Teachers will:
	- begin to identify key skills within their assessment rubrics
	- use multiple sets of data to inform their planning for point of need teaching and can provide evidence of student growth.
	- Participate in peer observations and learning walks with a focus on teaching and learning particularly the DVC Teaching Model and inclusion of literacy and numeracy strategies in their lessons
	Students will:
	- provide feedback indicating how the DVC Teaching Model is being utilised - data sources may include: Student Attitude to School Survey (engagement) & potentially PIVOT.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Continue the documentation of curriculum to include - literacy & numeracy strategies	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1	$0.00

- common assessment tasks - moderated assessment	☑ KLA Leader ☑ Learning Specialist(s)		to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of the whole school literacy & numeracy plans	☑ Assistant Principal ☑ Leadership Partners (DSSI) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implement programs that support the learning opportunities for students including TLI, MYLN & High Ability programs	☑ Assistant Principal ☑ Education Support ☑ Literacy Leader ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Whole School Level: This last period of COVID has impacted on staff's mental health and attention will be provided in regrouping and realigning our wellbeing structures to support the strengthening of our student's participation in education. In 2022 we will also revisit our use of the Berry Street Educational Model with staff professional learning, and investigate the use of two other possible programs being the School Wide Positive Behavior Framework and Cultivating Awareness and Resilience in Education (CARE) in order to support staff and students with a sustainable wellbeing approach that is fit for purpose to the context of Diamond Valley College. Individual and Group Level: Trauma informed practices, including Restorative Justice practice and Positive School Culture approaches, will help shape strong student-staff relationships and a calmer and comprehensive learning environment, that will maximise our students' connectedness to their learning journey.
Outcomes	Whole School Level: -Teachers will plan for and implement social and emotional learning within their curriculum areas -Leaders will support the continuous development, documentation and revision of a developmental management model to include a multi-tiered response to mental health -Leaders will deliver professional learning opportunities for staff to engage in the Berry Street principles. -Well-being Team will inform and professionally develop staff in the application of trauma informed practices to help manage and direct students Classroom Level:

	-Students will be able to explain what positive mental health means and where they can seek support at school -Teachers will be able to recognise and respond to students' mental health needs -Teachers will monitor student connectedness to gauge the strength of student-teacher relationship in school Individual and Group Level: -Students will be able to recognise, respond to and refer mental health emergencies -Students will access improved services that support improvement in their mental health -Well-being Team will directly support students' mental health and/or provide and outsource referrals to specialist agency
Success Indicators	Early indicators: - Policies and programs will show documentation of Developmental Management strategies and related multi-tiered responses - Curriculum documentation will show plans for social and emotional learning - Notes from learning walks, including PLC peer observations of practice, will show how staff are embedding social and emotional learning and wellbeing practices - Student support resources displayed around the school will show how students can seek support - student agency will be seen as a conduit to improving student-teacher relationship Late indicators: - Recruit additional wellbeing and mental health staff to support at-risk students, and induct these staff into school processes - Organise professional development opportunities for staff - Evaluate seeking input from staff, students and parents/carers, our Developmental Management model of multi-tiered responses to support students - Evaluate the structure of our school day and how the college incorporates learning wellbeing strategies in the delivery of lessons.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Professional learning in Berry Street Education Model for new staff	☑ All Staff	☑ PLP Priority	from: Term 2	$10,000.00

	☑ Staff Development Coordinator		to: Term 3	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate SWPB framework with the aim to implement in late 2022 or 2023	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Maintain the level of wellbeing support for students and evaluate the current wellbeing structure and assess for future staffing needs	☑ Leadership Team ☑ Wellbeing Team	☐ PLP Priority	from: Term 2 to: Term 3	$45,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

			☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate opportunities for students to become mental health advocates/leaders for example peer leadership, mental health first aid	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Sub School Leader/s	☐ PLP Priority	from: Term 2 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Maximise learning growth for every student across all domains
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12 Month Target 2.3	The VCE Mean Study Score will have increased to 28.5

12 Month Target 2.4	The following ATOSS factor - Differentiated Learning challenge positive endorsement from 55% (2021) to 58%
12 Month Target 2.5	The following SOS factor: - Use evidence to inform practice from 52%(2021) to 55% - Understand how to use data from 25% (2021) to 35%
KIS 1 Building practice excellence	Build teacher capacity, curriculum planning and collective responsibility across all Domains to differentiate to point of need to ensure challenge and progress for every student

Actions	Short term actions will include
	  - Audit Years 7-10 Curriculum to ensure it aligns to Victorian Curriculum Standards
	
	Long term actions will include
	  - Complete 100% Years 7-10 Curriculum Documentation aligned to our Teaching and Learning Model and accessible to all staff via One Note
	  - Overlay documentation with Literacy and Numeracy strategies as outlined in these plans
	  - Common Assessment Tasks for each subject
	  - Complete a whole school curriculum audit

Outcomes	We will see: - consistent use of One Note to access curriculum in all Teaching & Learning areas - literacy and numeracy strategies in curriculum documentation - consistent understanding and agreement of what constitutes expected work for each year level - teachers using data to inform their practice
Success Indicators	Whole school curriculum document - Curriculum documentation in all subjects aligned to Victorian Curriculum/VCE standards and DVC Teaching Model - A list of published common assessment tasks for each subject at each year level - Recommendations from Curriculum Audit/Review

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Use of collaboration & planning time to document curriculum on One Note	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

				to: Term 4	☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
completion of whole school curriculum audit	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

KIS 2 Building practice excellence	Develop an agreed approach and collective responsibility to the effective teaching of literacy and numeracy across all domains using a PLC approach to maximise student learning growth

Actions	Short term actions will include
	  - Development of Teaching and Learning Team (AP, Curriculum Co-ordinator, PLC Leader, Literacy and Numeracy Specialists)
	  - Teaching and Learning Team to develop an agreed and strategic narrative and approach to the implementation of whole school teaching and learning goals and initiatives.Teaching and
	     Learning Team to build the capacity of teachers
	  - Implementation of Literacy Plan

	- Continue to use DSSI Team as a support for Leaders of Literacy and Numeracy
	
	Long term actions will include
	  - Teach of the Teaching and Learning Leaders to implement the required changes within their teams
	  - Provide targeted professional learning and necessary resources to support implementation of initiatives
	  - Complete whole school Numeracy Plan

Outcomes	We will see:
	  - Development of a Leadership Team - Teaching and Learning
	  - Alignment of individual Teaching and Learning plans (Curriculum, assessment, data, literacy and numeracy) to whole school Teaching and Learning Plan
	  - Implementation of whole school Teaching and Learning Goals
	  - Use of Teaching and Learning meetings and team/individual collaboration to build capacity of Teaching and Learning Leaders and teachers
	  - Professional learning and resource support, aligned to the goals of the whole school teaching and Learning Plan
	  - Content and Disciplinary Literacy Strategies - Reading documented in teaching and learning plans
	  - Implementation of Content and Disciplinary strategies in classrooms
	  - Regular planning meetings and communication with DSSI team to support goals

Success Indicators	Success indicators will include
	  - Whole school Teaching and Learning Plan
	  - Improved confidence of Teaching and Learning Leaders
	  - Strategic and aligned implementation of major Teaching and Learning Initiatives
	  - Literacy Plan Implementation
	  - Content and Disciplinary Literacy strategies documented in Subject Learning Plans
	  - Survey to determine impact of Content and Disciplinary Literacy skills and strategies in the classroom
	  - Completion of Numeracy Plan

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole school Teaching and Learning Plan	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of Literacy Plan	☑ All Staff ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	
Completion of Numeracy Plan	☑ Assistant Principal ☑ Leadership Partners (DSSI) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which	

				may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$84,434.00	$65,000.00	$19,434.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$84,434.00**	**$65,000.00**	**$19,434.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Professional learning in Berry Street Education Model for new staff	$10,000.00
Investigate SWPB framework with the aim to implement in late 2022 or 2023	$0.00
Maintain the level of wellbeing support for students and evaluate the current wellbeing structure and assess for future staffing needs	$45,000.00
Investigate opportunities for students to become mental health advocates/leaders for example peer leadership, mental health first aid	$10,000.00
Implementation of Literacy Plan	$5,000.00
Completion of Numeracy Plan	$5,000.00
Totals	**$75,000.00**

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Professional learning in Berry Street Education Model for new staff	from: Term 2 to: Term 3	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Maintain the level of wellbeing support for students and evaluate the current wellbeing structure and assess for future staffing needs	from: Term 2 to: Term 3	$45,000.00	☑ School-based staffing
Implementation of Literacy Plan	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Completion of Numeracy Plan	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Totals		**$65,000.00**	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category

Professional learning in Berry Street Education Model for new staff	from: Term 2 to: Term 3	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			  o Positive education
			     Berry Street Education Model

Investigate SWPB framework with the aim to implement in late 2022 or 2023	from: Term 3 to: Term 4	$0.00	☑ Tier 1/Category: Whole school approach to positive mental health
			
			This activity will use Mental Health Menu programs
			  o Positive education
			This activity will use Foundation Resources (DET Funded initiatives or other free resources)
			  o Schoolwide Positive Behaviour Support (SWPBS)

Investigate opportunities for students to become mental health advocates/leaders for example peer leadership, mental health first aid	from: Term 2 to: Term 4	$0.00	
Totals		**$0.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where

Continue the documentation of curriculum to include
  - literacy & numeracy strategies
  - common assessment tasks
  - moderated assessment
	☑ Curriculum Co-ordinator(s)
	☑ KLA Leader
	☑ Learning Specialist(s)
		from: Term 1
		to: Term 4
			☑ Design of formative assessments
			☑ Moderated assessment of student learning
			☑ Curriculum development
				☑ Whole School Pupil Free Day
				☑ Professional Practice Day
				☑ Formal School Meeting / Internal Professional Learning Sessions
					☑ PLC Initiative
					☑ Teaching partners
					☑ Learning Specialist
						☑ On-site

Implementation of the whole school literacy & numeracy plans	☑ Assistant Principal ☑ Leadership Partners (DSSI) ☑ Learning Specialist(s)	from: Term 1 to: Term 2	☑ Planning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Teaching partners ☑ Learning Specialist	☑ On-site
Professional learning in Berry Street Education Model for new staff	☑ All Staff ☑ Staff Development Coordinator	from: Term 2 to: Term 3	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants BSEM trainer	☑ On-site