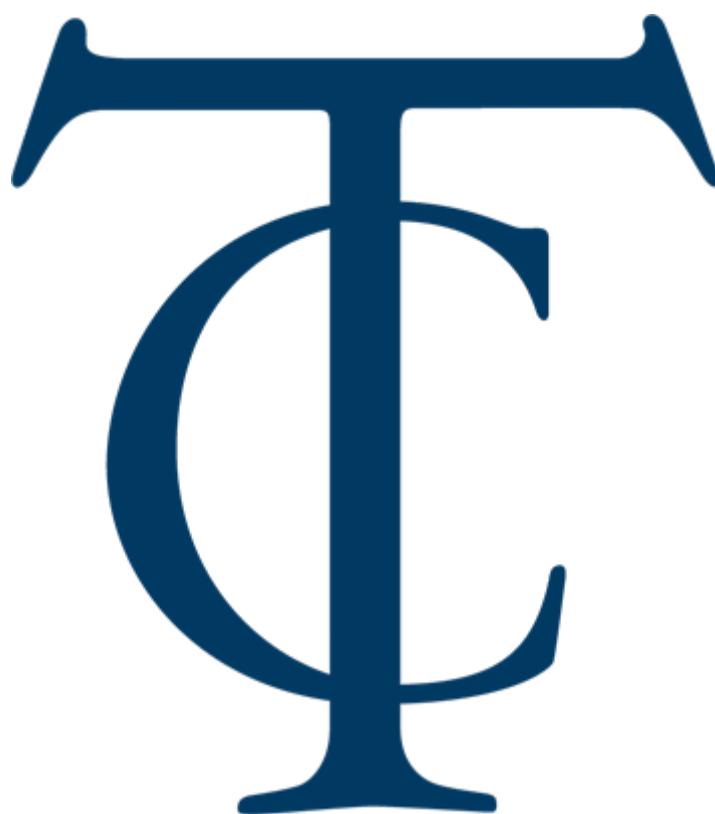


2023 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)



Submitted for review by Peter Ellis (School Principal) on 23 February, 2023 at 06:51 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 23 February, 2023 at 09:24 PM
Endorsed by Claire O'Sullivan (School Council President) on 24 February, 2023 at 05:14 PM

Self-evaluation Summary - 2023

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

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	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, 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	As a school we have really embraced the concept that Learning and wellbeing are both related within the school with processes and structures set up in order to not just demonstrate this, but for staff and students do demonstrate growth through this concept. The school has clear frameworks created ready to be implemented and developed that will focus on our Community being empowered learners as well as looking at alternative measures for assessment, titled the expanded measures of success.
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	<p>The school has well defined leadership structures in place with maturing leadership teams that are offering greater supports to staff and students.</p>
<p>Considerations for 2023</p>	<p>Templestowe College is entering the first year of our new school strategic plan. There has been a large amount of work carried out into preparing the community for this new strategic plan. With some clear focus areas that have been created by a very open and consultative school review process, the community is looking forward to the implementation of this new strategic plan.</p> <p>There is also a new VGSA in place that will see different working conditions for staff at the school, particularly focusing on teachers face to face time and time in lieu. This will need to be managed as this transition takes place.</p> <p>TC will see a large intake of students new to the school at the equivalent of years 8-12 due to in area students moving schools. This will be in the region of 70 students for which transition will be an important consideration.</p> <p>The school continues to have ageing building that require continual maintenance to remain a safe environment. The school will need to continue to allocate resources accordingly to ensure the day to day operation of the school can be maintained.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

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.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 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
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student learning.
Target 2.1	By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark: <ul style="list-style-type: none"> • From 63% (2021) to 73% (2025) in Reading • From 67% (2021) to 75% (2025) in Writing • From 68% (2021) to 75% (2025) in Numeracy.
Target 2.2	By 2025, to increase the percentage of students who maintain their NAPLAN assessment in the top two bands from Year 7 to Year 9: <ul style="list-style-type: none"> • From 53% (2021) to 60% (2025) in Reading • From 47% (2021) to 60% (2025) in Writing

	<ul style="list-style-type: none"> • From 45% (2021) to 60% (2025) in Numeracy.
Target 2.3	<p>By 2025:</p> <ul style="list-style-type: none"> • The mean VCE All Studies score will increase from 29.2 to at least 30 in each year of the SSP • The percentage of VCE study scores that are greater than or equal to 40 will increase from 6.6% (2021) to at least 7% (2025).
Target 2.4	<p>By 2025, the percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Build teacher capacity and student capability to utilise a range of indicators to identify a student's point of need.</p>
Key Improvement Strategy 2.b Building practice excellence	<p>Embed the Templestowe College instructional framework, focusing on personal growth and aspirational learning, consistently across the college.</p>
Key Improvement Strategy 2.c Instructional and shared leadership	<p>Build the instructional and shared leadership capacity of all staff.</p>
Goal 3	<p>To improve student engagement.</p>
Target 3.1	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 55% (2021) to 70% (2025) for Student voice and agency

	<ul style="list-style-type: none"> • 65% (2021) to 75% (2025) for Motivation and interest • 61% (2021) to 70% (2025) for Stimulating learning.
Target 3.2	<p>By 2025, the percentage positive response on the SSS will increase from:</p> <ul style="list-style-type: none"> • 70% (2021) to 75% (2025) for Collective efficacy • 66% (2021) to 71% (2025) for Teacher collaboration.
Target 3.3	<p>By 2025, the percentage positive response on the POS will increase from:</p> <ul style="list-style-type: none"> • 74% (2021) to 80% (2025) for Student agency and voice • 72% (2021) to 80% (2025) for Student motivation and support.
Key Improvement Strategy 3.a Vision, values and culture	Enhance and embed the Templestowe College culture, focusing on creativity and innovation.
Key Improvement Strategy 3.b Empowering students and building school pride	Further develop and embed a dynamic and innovative focus on student voice and agency.
Key Improvement Strategy 3.c Building communities	Develop and embed a framework to link learning to the community.
Goal 4	To improve student wellbeing.

Target 4.1	<p>By 2025, the percentage positive response on the AToSS will increase from:</p> <ul style="list-style-type: none"> • 43% (2021) to 55% (2025) for Teacher concern • 58% (2021) to 65% (2025) for Perseverance • 66% (2021) to 75% (2025) for Advocate at school.
Target 4.2	<p>By 2025, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2025).</p>
Target 4.3	<p>By 2025, the percentage positive response on the SSS will increase from 78 per cent (2021) to 85 per cent (2025) for Collective responsibility.</p>
Key Improvement Strategy 4.a Health and wellbeing	<p>Develop and embed a wellbeing framework consistently across the college.</p>
Key Improvement Strategy 4.b Health and wellbeing	<p>Build the capacity of all staff to engage with students regarding their wellbeing.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>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.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To see an increase in the benchmark growth at NAPLAN from the 2021 value in Numeracy of 68%. For an increase in the percentage of students who maintain the NAPLAN assessment in the top two bands from the 2021 value in Numeracy of 45%. For the VCE Study score (mean) to increase from the 2022 value of 29.0. For an increase in the ATOSS Stimulating learning from the 2022 value. For Teacher concern to raise in the ATOSS from the 2022 value.</p>
To improve student learning.	No	<p>By 2025, to increase the percentage of students whose benchmark growth, for Year 7–9 NAPLAN, is at or above the benchmark:</p> <ul style="list-style-type: none"> • From 63% (2021) to 73% (2025) in Reading • From 67% (2021) to 75% (2025) in Writing • From 68% (2021) to 75% (2025) in Numeracy. 	
		<p>By 2025, to increase the percentage of students who maintain their NAPLAN assessment in the top two bands from Year 7 to Year 9:</p> <ul style="list-style-type: none"> • From 53% (2021) to 60% (2025) in Reading • From 47% (2021) to 60% (2025) in Writing • From 45% (2021) to 60% (2025) in Numeracy. 	
		By 2025:	

		<ul style="list-style-type: none"> • The mean VCE All Studies score will increase from 29.2 to at least 30 in each year of the SSP • The percentage of VCE study scores that are greater than or equal to 40 will increase from 6.6% (2021) to at least 7% (2025). 	
		By 2025, the percentage positive response on the AToSS for Differentiated Learning Challenge will increase from 59 per cent (2021) to 70 per cent (2025).	
To improve student engagement.	No	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> • 55% (2021) to 70% (2025) for Student voice and agency • 65% (2021) to 75% (2025) for Motivation and interest • 61% (2021) to 70% (2025) for Stimulating learning. 	
		By 2025, the percentage positive response on the SSS will increase from: <ul style="list-style-type: none"> • 70% (2021) to 75% (2025) for Collective efficacy • 66% (2021) to 71% (2025) for Teacher collaboration. 	
		By 2025, the percentage positive response on the POS will increase from: <ul style="list-style-type: none"> • 74% (2021) to 80% (2025) for Student agency and voice • 72% (2021) to 80% (2025) for Student motivation and support. 	
To improve student wellbeing.	No	By 2025, the percentage positive response on the AToSS will increase from: <ul style="list-style-type: none"> • 43% (2021) to 55% (2025) for Teacher concern • 58% (2021) to 65% (2025) for Perseverance • 66% (2021) to 75% (2025) for Advocate at school. 	
		By 2025, the average number of days absent per student per year will decrease from 24 (2021) to 20 (2025).	

		By 2025, the percentage positive response on the SSS will increase from 78 per cent (2021) to 85 per cent (2025) for Collective responsibility.	

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	To see an increase in the benchmark growth at NAPLAN from the 2021 value in Numeracy of 68%. For an increase in the percentage of students who maintain the NAPLAN assessment in the top two bands from the 2021 value in Numeracy of 45%. For the VCE Study score (mean) to increase from the 2022 value of 29.0. For an increase in the ATOSS Stimulating learning from the 2022 value. For Teacher concern to raise in the ATOSS from the 2022 value.	
Key Improvement Strategies		Is this KIS selected for focus this year?
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	Yes
KIS 1.b Priority 2023 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 2023.	

Define Actions, Outcomes and Activities

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	To see an increase in the benchmark growth at NAPLAN from the 2021 value in Numeracy of 68%. For an increase in the percentage of students who maintain the NAPLAN assessment in the top two bands from the 2021 value in Numeracy of 45%. For the VCE Study score (mean) to increase from the 2022 value of 29.0. For an increase in the ATOSS Stimulating learning from the 2022 value. For Teacher concern to raise in the ATOSS from the 2022 value.
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	Implementation of the Empowered Learner Framework. Continued whole school focus on monitoring student growth in all learning areas including the Expanded Measures of Success Expansion of the Community Integrated Learning weeks to support cross-curricular links across all areas of the school Expansion of the TC PBL program Establish/embed/maintain previously introduced structures to support evidence based approach to learning and teaching practice focusing on students learning at point of need and specifically numeracy Implementation of a numeracy strategy that fits in line with DET requirements to focus on the top two bands at NAPLAN, through increased tracking and communication with families on progress being made.
Outcomes	School Leadership will: Create Positions of responsibility for our Expanded Measures of Success (EMS) to support the implementation of the EMS as a whole school assessment framework. Create a Learning Development Leader position to support the Literacy and Numeracy intervention program at the school. Continue to support the VHAP by allocating staff and resources. Ensure there is a professional learning calendar for the year including time for staff to meet in PLCs Provide support and resources to implement the Empowered Learner Framework Provide resources and opportunities for the VCE VM team to move to a Learner Profile model for reporting. Create a Learning Specialist position 'TC Consistencies' to promote consistency of practice across the college Implement a new 'Onboarding' process for staff new to the college. Create a Learning Specialist position 'Student Agency and Authentic Learning' to further embed opportunities for student agency and

authentic learning across all aspects of the college.
Create a timetable that considers the needs of students involved in the (Tutor Learning Initiative) TLI.
Provide time in the Professional Learning calendar for staff led Masterclasses based on staff need.
Promote Community Integrated Learning for staff, students and community.
Share and support the analysis of student learning data across the school. This will include the focus on those students within the top two bands at NAPLAN ensuring that these students continue to extend their learnings.

Teachers will:

Explicitly teach and assess elements of the EMS in their classes
Integrate knowledge of Literacy Support strategies into their teaching.
Provide a point of need Numeracy program to ensure that students are developing their numeracy skills
Participate in PLCs that focus on the development and implementation of EMS skills in their classes.
Use the Empowered Learner Framework to support learning and wellbeing in the classroom.
Have access to resources that support the TC Consistencies and opportunities to work with peers to develop their teaching practice.
Have access to resources that support Student Agency and Authentic Learning and opportunities to work with peers to develop their teaching practice.
Participate in Masterclasses as leaders and learners.
Incorporate the Community Integrated Learning themes into their classroom practice
Track students in the top 2 Naplan Bands for Numeracy and communicate with parents

Education Support staff will:

Promote the EMS across the school
Help to promote and in some instances deliver Literacy and Numeracy Support
Understand how the Empowered Learner Framework can be applied to their own work and the work of others in the school.
Promote the TC Consistencies with all members of the school community.
Ensure that Student Agency and Authentic Learning are supported.
Support the Community Integrated Learning themes in their roles

Students will:

Participate in learning opportunities that highlight the EMS
Access Literacy Support when they require it.
Access Numeracy Support when they require it.
Participate in mathematics instruction which meets their point of need.
Participate in the VHAP if they are selected.
Use the Empowered Learner Framework to gain an insight into themselves as learners.
VM students will create Learner Profiles that demonstrate their broad range of skills and knowledge.

	<p>Experience a cohesive model of education across the college through the use of the TC Consistencies Continue to experience high levels of Student Agency and Authentic Learning. Benefit from the improved practice of their teachers through attending Masterclasses Participate in learning opportunities related to the CIL themes in all of their classes. Monitor their numeracy data with support from their teachers. This will include those students in the top two bands of NAPLAN having increased awareness of their data along with their parents.</p>
<p>Success Indicators</p>	<p>Success for leaders will be: Early Success Indicators EMS Leaders appointed and provided time to work with the teams Appointment of Learning Development Leader position to support the Literacy and Numeracy intervention program at the school. Reading and Spelling programs begun Late success Indicators Staff opinion survey data Pivot Data for teachers School wide student achievement Data</p> <p>Success for teachers will be: Early Success Indicators Lesson planning including the Empowered Learner Framework Continuation of PLCs to support staff to develop robust assessment tools to identify student's point of need in the Expanded Measures of Success. Classroom observations and learning walks demonstrating use of strategies from professional learning Participation in Masterclass professional development sessions 5 Year plans completed for all staff Late Success Indicators Staff Opinion Survey results - Teacher collaboration to increase from 65% positive. Collective focus on student learning to improve from 75% positive. Pivot Data - average score of 4.0 across all classes that complete the survey Professional Learning for all staff on learning and wellbeing.</p> <p>Success for students will be: Early Success Indicators Students participating in activities that promote the EMS Students able to articulate the Empowered Learner Framework</p>

	Semester 2 teacher judgements Post-test results from assessments from sources such as PAT Continuation of the VHAP for our highly able students to ensure they are extended and have opportunities to work with other similarly gifted students Late Success Indicators Maths Pathways growth data to be improved over 2022 NAPLAN growth in Numeracy to be above state benchmarks ATOSS - Connectedness Data improved at all levels of the school.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 1	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 2, including an end of semester showcase	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 3, including a review of the EMS factors	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 4, including an end of year showcase	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>Additional literacy support program, "Words", to run to support those with learning disabilities within literacy</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Employment of Leading Teacher - learning supports to work with PSD funded students and staff that teach them to upskill the staff in support strategies.</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$120,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>An increased Spelling and Reading mastery program to run as an additional session before school time for students to access. This will link in with the Tutor Learning Initiative</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
For whole school staff professional development sessions in term 1 to include "masterclasses" led by staff, sharing areas of practice or professional development that they have attended.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
For whole school staff professional development sessions in term 2 to include "masterclasses" led by staff, sharing areas of practice or professional development that they have attended.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
For whole school staff professional development sessions in term 3 to include "masterclasses" led by staff, sharing areas of practice or professional development that they have attended.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
For a review of the school leadership structure (at Principal group level) with a focus on the learning leadership at the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
EMS Leader to meet regularly to monitor the implementation of EMS.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Continue to support student wellbeing through a multi-tiered learning approach for students, staff and families, including a trauma-informed approach for staff.</p> <p>Continue to develop the Community Integrated Learning program to build college and community pride, connection and belonging and to engage in real-world learning.</p> <p>Continue to engage students at risk of attendance issues and/or disengagement and their families through a multi-tiered intervention approach.</p>			
Outcomes	<p>School leadership will:</p> <ul style="list-style-type: none"> • Provide resources and support for the Student Services Team to allow for multi-tiered intervention. • Continue to support and utilise the Mental Health Practitioner in Schools program for Tier 1 and 2 interventions. • Continue to provide an educational psychologist to complete educational and psychological assessments to help support learning. • Provide support and resources to implement the Empowered Learner Framework with a focus on Wellbeing and Learning being inextricably linked. • Implement a new 'Onboarding' process for staff new to the college that includes Wellbeing priorities. • Provide time in the Professional Learning calendar for specific Wellbeing professional learning. • Integrate wellbeing into school practice, policies and programs 			

	<p>Staff will:</p> <ul style="list-style-type: none"> • Incorporate wellbeing- and trauma-informed practices in their practice and in planning units of work • Know their students and implement a range of interventions to support student wellbeing • Implement and model consistent routines in the classroom • Share a common understanding of the whole school approach wellbeing, underpinned by the Empowered Learner Framework <p>Framework</p> <ul style="list-style-type: none"> • Support students to remain engaged in their learning and connected to their peers, with a focus on the importance of regular attendance • Support the concept of Learning and Wellbeing being inextricably linked through Community Integrated Learning <p>Students</p> <ul style="list-style-type: none"> • Will feel supported and engaged through a strong classroom culture and connection to staff and peers • At-risk will be identified and receive targeted support in a timely manner • With emerging or acute wellbeing needs will remain connected and engaged to their school and peers • Will be connected to external allied health and mental health services <p>Families</p> <ul style="list-style-type: none"> • Of at-risk students will receive regular communication and support from the school regarding how to improve attendance and engagement • Will be provided with mental health and wellbeing information and connected to external allied health and mental health services
<p>Success Indicators</p>	<p>Early indicators</p> <ul style="list-style-type: none"> • Continued documentation of frameworks, policies and programs with staff understanding these and how they manifest in day-to-day practice. • Internal and external professional learning attendance on wellbeing themes • Database of counselling services for students and families • A knowledge of wellbeing practices being integrated by staff into classroom practice • Teacher reporting of student wellbeing concerns to Student Services • Student engagement in Tier 2 wellbeing programs • Student engagement in Careers/Pathways experiences, such as Morrisby Testing • Attendance of students at Community Integrated Learning whole-school events • Student by-in to Community Integrated Learning activities in class <p>Late indicators</p>

	<ul style="list-style-type: none"> • Students, staff and parent survey results indicating an upward trend in the areas of: <ul style="list-style-type: none"> - Staff – Collective efficacy, Parent and community involvement, Trust in students and parents, Collective responsibility. - Students - Teacher Concern, Advocate at school, motivation and interest - Parents – Student safety, student motivation and support, parent community engagement • Reduction in the number of students with high rates of absence, as observed on Panorama dashboard • Student participation in Tier 2 intervention groups • Increased participation of students with the Careers/Pathways team • Increased integration of wellbeing and trauma-informed practice in teaching and communication with students and parents 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole school professional development session run, upskilling staff on the empowered learner framework from a student perspective	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community Integrated Learning to run in term 1	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community Integrated Learning to run in term 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Community Integrated Learning to run in term 3	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Community Integrated Learning to run in term 4	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued employment of Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole school professional development upskilling staff on trauma-informed practice, utilising eg: SafeMinds framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Professional development upskilling Community Executive Team in Mental Health First Aid	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Whole-school sexual-education/social-emotional program implemented across student cohort	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review of attendance processes, including implementation of strategies to engage disengaged students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> 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	\$99,806.50	\$6,000.00	\$93,806.50
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$5,000.00	-\$5,000.00
Total	\$99,806.50	\$11,000.00	\$88,806.50

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Additional literacy support program, "Words", to run to support those with learning disabilities within literacy	\$20,000.00
Continued employment of Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	\$90,000.00
Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	\$5,000.00
Whole school professional development upskilling staff on trauma-informed practice, utilising eg: SafeMinds framework	\$10,000.00
Totals	\$125,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Additional literacy support program, "Words", to run to support those with learning disabilities within literacy	from: Term 1 to: Term 4		
Continued employment of Educational psychologist to carry out testing of students and then dissemination of information to teaching and wellbeing staff.	from: Term 1 to: Term 4		
Whole school professional development upskilling staff on trauma-informed practice, utilising eg: SafeMinds framework	from: Term 3 to: Term 4		
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
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Parent/community information sessions to run outside of school hours to act as education around wellbeing topics that are linked to the community integrated learning weeks.	from: Term 1 to: Term 4	\$5,000.00	
Totals		\$5,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Use of Compass Pulse module to focus on attendance	\$6,000.00
Totals	\$6,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Use of Compass Pulse module to focus on attendance	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$6,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Use of Compass Pulse module to focus on attendance	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Use of Compass Pulse module to focus on attendance	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 1	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 2, including an end of semester showcase	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 3, including a review of the EMS factors	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLCs to take place within Staff Professional Development with a focus on the implementation of the EMS in term 4, including an end of year showcase	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

For whole school staff professional development sessions in term 1 to include "masterclasses" led by staff, sharing areas of practice or professional development that they have attended.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Whole school professional development session run, upskilling staff on the empowered learner framework from a student perspective	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Community Integrated Learning to run in term 1	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Community Integrated Learning to run in term 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Community Integrated Learning to run in term 3	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Community Integrated Learning to run in term 4	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole school professional development upskilling staff on trauma-informed practice, utilising eg: SafeMinds framework	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site