

2023 Annual Implementation Plan for improving student outcomes

Balwyn High School (7550)



Submitted for review by Deborah Harman (School Principal) on 21 November, 2022 at 04:18 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 06 January, 2023 at 09:19 AM
Endorsed by Grant Roberts (School Council President) on 08 January, 2023 at 06:39 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.	Excelling
	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	Excelling
	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	Excelling
	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	Excelling
	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	<p>The school continued to focus its efforts on enabling data literacy, formative assessment and responsive teaching, use of technology for teaching, reporting and assessment and consistent assessment practice focused on learning growth and progression throughout the first year of the new School Strategic Plan period. An analysis of the school's NAPLAN and school-based assessment identified many students performing well above the state necessitating strategies to keep challenging our most able students.</p> <p>The clear focus by the Leadership Team was to build capacity and empower our middle level leaders to support pedagogical practice and wellbeing strategies across the school. Strategic alignment of goals was enabled by the Leadership Profile that clearly</p>
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	demonstrated the emphasis on Learning and Wellbeing. The work was supported by the meeting calendar that reflected the Department priorities - collaboration, moderation, support programs (TLI, MYLNS, SEAL/VHAP).
Considerations for 2023	<ul style="list-style-type: none"> * The successful induction of 35+ new staff and returning staff to the school * The successful introduction of the new Vocational Major * Reallocation of MYLNS and TLI funding in the light of the ceasing of the Capability Building leadership positions * Continued emphasis on the psychological safety of staff and students in teams, classrooms, co-curricular programs/the ongoing challenges to support the mental health and wellbeing of staff and students * Implications of the 2022 VGSA - reduction in face to face teaching, TIL provisions, ability to provide extra-curricular opportunities including camps, excursions, production and other out of hours activities * The transition of students into VCE after two years of STAR policy where frequent feedback was provided to students and parents * Meeting the diverse learning needs of our students to enable ongoing progress for all - high, medium and low abilities
Documents that support this plan	NA

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	Optimise learning progress to maximise achievement for all students Years 7 to Year 12.
Target 2.1	a. NAPLAN – Benchmark growth (all students and by priority grouping): By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase <ul style="list-style-type: none"> • Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent. • Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent. • Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent. b. Gender: By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve. <ul style="list-style-type: none"> • Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent. • Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent.

	<p>c. EAL:</p> <p>By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>
Target 2.2	<p>VCE/ VCAL/ Senior Certificates</p> <p>By 2025 the median study scores in the following VCE studies will increase:</p> <ul style="list-style-type: none"> • Biology - from 32 to 34 • Business Management from 31 to 34 • English - from 32 to 34 • Health and Human Development from 33 to 35 • Mathematical Methods from 33 to 35 • Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 34
Target 2.3	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Stimulating learning from 61 per cent (2019 and 2021) to 65 per cent. • Differentiated learning challenge from 62 per cent (2019) and 61 per cent (2021) to 66 per cent. • Student voice and agency from 55 per cent (2019) and 49 per cent (2021) to 59 per cent. • Self-regulation and goal setting from 70 per cent (2019) and 67 per cent (2021) to 74 per cent. • Sense of confidence from 71 per cent (2019) and 64 per cent (2021) to 75 per cent.
Target 2.4	<p>Staff Opinion Survey (SOS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 83 per cent (2020) to 87 per cent. • Collective efficacy from 83 per cent (2020) to 87 per cent • Teacher Collaboration from 65 per cent (2020) to 69 per cent.

	<ul style="list-style-type: none"> • Instructional leadership from 80 per cent (2020) to 84 per cent. • Understand how to analysis data from 63 per cent (2020) to 67 per cent.
Key Improvement Strategy 2.a Curriculum planning and assessment	Build staff capacity and confidence in using Victorian Curriculum Continua and senior school certification (Study Designs) to measure and optimise student progress.
Key Improvement Strategy 2.b Evaluating impact on learning	Build staff confidence in triangulating data sets to identify and meet individual student learning needs.
Key Improvement Strategy 2.c Evaluating impact on learning	Increase teacher capacity to elicit evidence of student understanding and respond effectively.
Key Improvement Strategy 2.d Empowering students and building school pride	Develop and embed a whole-school approach to learner agency.
Key Improvement Strategy 2.e Empowering students and building school pride	Embed a whole school approach to strategic goalsetting and pathway planning.
Goal 3	Optimise the learning culture and environment to improve wellbeing for all students.
Target 3.1	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors.</p> <ul style="list-style-type: none"> • Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent. • Emotional awareness and regulation from 67 per cent (2021) to 71 per cent. • Life satisfaction from 50 per cent (2021) to 54 per cent. • Perseverance from 63 per cent (2021) to 67 per cent. • Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent. • Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent.

	<ul style="list-style-type: none"> Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent.
Target 3.2	<p>Parent Opinion Survey (POS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors.</p> <ul style="list-style-type: none"> Confidence and resiliency skills from 85 per cent (2019) and 75 per cent (2020) to 89 per cent. Student motivation and support from 68 per cent (2019) and 57 per cent (2021) to 72 per cent. Teacher communication 71 per cent (2019) and 52 per cent (2020) to 75 per cent.
Key Improvement Strategy 3.a Health and wellbeing	Build, deepen and embed an agreed understanding of the reciprocal positive relationship between wellbeing and learning with students, teachers, and parent/career/kin community.
Key Improvement Strategy 3.b Health and wellbeing	Build and embed a culture of psychological safety in all learning environments.
Key Improvement Strategy 3.c Empowering students and building school pride	Strengthen the school environment and culture Year 7 to Year 12 for optimal thriving as demonstrated through the Balwyn High School Graduation Profile.
Key Improvement Strategy 3.d Empowering students and building school pride	Strengthen student capabilities around developing attributes of Graduation Profile.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target <i>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</i>
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	<p>1.1 NAPLAN – Benchmark growth By the end of 2023 the percentage of students at or above NAPLAN benchmark growth from Year 7 to Year 9 will be:</p> <ul style="list-style-type: none"> * Reading - 85 percent * Writing - 87 percent * Numeracy - 68 percent <p>1.1a. Gender The percentage of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will be:</p> <ul style="list-style-type: none"> * Above benchmark growth in Numeracy for female students - 14 percent * Below benchmark growth for male students in writing - 16 percent <p>1.1b.EAL The percentage of EAL students achieving above NAPLAN benchmark growth in writing - 27 percent</p> <p>1.2 VCE/ VCAL/ Senior Certificates The median study scores in the following VCE studies will increase:</p> <ul style="list-style-type: none"> * Biology - from 32 to 33.5 * Business Management from 31 to 33 * English - from 32 to 34

			<p>* Health and Human Development from 33 to 35</p> <p>* Mathematical Methods from 33 to 34.5</p> <p>* Visual Arts (Media, Studio Art, VCD) Median Study Score over the three subjects from 32.5 to 33.5</p> <p>1.3 Student Attitudes to School Survey (AToSS)</p> <p>The positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <p>* Stimulating learning - 63 percent</p> <p>* Differentiated learning challenge - 64 percent</p> <p>* Student voice and agency - 54 percent</p> <p>* Self-regulation and goal setting - 71 percent</p> <p>* Sense of confidence - 70 percent</p> <p>1.4 Staff Opinion Survey (SOS)</p> <p>Staff Opinion Survey (SOS)</p> <p>The positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <p>* Academic emphasis to 80 per cent</p> <p>* Collective efficacy to 78 per cent</p> <p>* Teacher Collaboration to 64 per cent</p> <p>* Instructional leadership to 82 per cent</p> <p>* Understand how to analysis data to 62 per cent</p> <p>1.5 Parent Opinion Survey (POS)</p> <p>The positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <p>* Confidence and resiliency skills to 82 per cent</p>
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Optimise learning progress to maximise achievement for all students Years 7 to Year 12.	No	<p>a. NAPLAN – Benchmark growth (all students and by priority grouping):</p> <p>By 2025, the percentage of students at or above NAPLAN benchmark growth Year 7 to Year 9 will increase:</p> <ul style="list-style-type: none"> • Reading from 80.2 percent (2019) and 82.5 percent (2021) to 87 percent. • Writing from 78.1 percent (2019) and 84.9 percent (2021) to 89 percent. • Numeracy from 69.4 percent (2019) and 62.8 percent (2021) to 73 percent. <p>b. Gender:</p> <p>By 2025, the per cent of male and female students achieving NAPLAN benchmark growth Year 7 to 9 will improve:</p> <ul style="list-style-type: none"> • Above benchmark growth in Numeracy for female students will increase from 12 percent (2019) and 11 per cent (2021) to 16 percent. • Below benchmark growth for male students in writing will decrease from 25 per cent (2019) and 19 percent (2021) to 15 percent. <p>c. EAL:</p> <p>By 2025, the percentage of EAL students achieving above NAPLAN benchmark growth in writing will increase from 10 per cent (2019) and 24 per cent (2021) to 30 per cent.</p>	

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Optimise the learning culture and environment to improve wellbeing for all students.	No	<p>Student Attitudes to School Survey (AToSS)</p> <p>By 2025, the positive percentage endorsement rate will improve in the Student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 69 per cent (2019) and 64 per cent (2021) to 73 per cent. • Emotional awareness and regulation from 67 per cent (2021) to 71 per cent. • Life satisfaction from 50 per cent (2021) to 54 per cent. • Perseverance from 63 per cent (2021) to 67 per cent • Respect for diversity from 58 per cent (2019) and 56 per cent (2021) to 60 per cent • Perceptions of LGBTIQ-Phobic discrimination from 27 per cent (2021) to 31 per cent • Teacher concern from 40 per cent (2019) and 34 per cent (2021) to 44 per cent 	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 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.	<i>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</i>	

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.
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KIS 1 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	<p>Leadership Team</p> <ul style="list-style-type: none"> • Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs • Develop a whole-school approach to student agency • Develop capacity to teach mathematics and numeracy • Develop high quality mathematics and numeracy programs • Build teacher capacity to teach writing, with a focus on the writing process
Outcomes	<p>Students</p> <ul style="list-style-type: none"> • Students will have a greater self-efficacy with their writing • Students will use the reading journals to help them improve their writing Students report a lesser degree of mathematics anxiety (as surveyed; Year 10) • Students engage in more self-assessment and develop agency regarding common conceptual errors <p>Teachers</p> <ul style="list-style-type: none"> • Teachers will use data to understand student learning needs and monitor understanding • Teachers will deliver a challenging but balanced program across the year that responds to student learning needs Teachers use resources

	<p>and strategies that support differentiation in their lesson plans</p> <ul style="list-style-type: none"> • Present short, focused mini-lessons (live and pre-recorded formats) that focus on micro- skills related to writing • Use a shared metalanguage to define and describe the features of high-quality writing, and use this language in discussions with both students and teachers • Teachers improve their ability to write learning intentions, success criteria and learning behaviour goals that can be used by students to take agency, as well as self-assess at the end of the lesson • Teachers improve their ability to more frequently refer to learning intentions, success criteria and learning behaviour goals throughout the lesson • Teachers are able to evaluate learning activities based on how they relate to the learning intentions, success criteria and learning behaviour goals, ensuring lessons offer challenge, choice and purpose • Teaching teams develop a conceptual understanding of their learning area content, supporting them to write and evaluate learning intentions and success criteria
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> • Classroom observations demonstrating use of strategies from professional learning • SRC feedback indicates formative assessment occurring in Maths classes • Decrease in number of conceptual errors in classes • Student feedback regarding how writing is taught no matter what class they are in • Student feedback on differentiation, the instructional model, and use of common strategies • Teachers' formative assessment data and summative judgements against the curriculum? • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating use of strategies from professional learning • Students report that LI, SC and LBG are returned to at the end of the lesson in a meaningful way in the majority of their classes • The quality of Learning Intentions and Success Criteria visible in lesson plans is improved (ie success criteria no longer replicate learning intentions). • Learning Specialists and Assistant Principals engaging in classroom observations notice that LI, SC and LBG are closely related to activities used in lessons; and that teachers show greater agility in responding to student learning needs <p>Late indicators</p> <ul style="list-style-type: none"> • VCE outcomes, especially MAM median at 35 and English at 33 • NAPLAN results, especially high benchmark growth females (Numeracy) and low benchmark growth for males (writing) • Increasing enrolments in VCE Maths (MAM and MAS) • Year 10 Maths anxiety survey results

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Term 1: Schedule whole staff PD on reducing anxiety (moving the focus from the solution/end to result methodology/process)</p> <p>Termly staff meetings: Numeracy team leads smaller group learning for staff across the course of the year</p> <p>Term 1: Professional learning delivered to support teachers to understand formative assessment in Maths (including use of hinge questions, resources embedded in lessons to support differentiated pathways, dialogic classrooms)</p> <p>Learning Specialist initiates plan to use hinge questions in all Senior Maths lessons, Learning Specialist role-models, Team leaders plan to include in lessons</p> <p>Term 2: Numeracy leaders review VCE SAC design to ensure they are accessible to the range of abilities in the cohort</p> <p>Numeracy leaders lead SRC focus group regarding teacher practice</p> <p>Teachers create mini-lessons regarding sentence structure, cohesion and punctuation.</p> <p>Teachers create anchor charts to support the writing process.</p> <p>Literacy leaders develop a metalanguage glossary to refer to in planning and lessons</p> <ul style="list-style-type: none"> Literacy leaders deliver PL regarding use of reading journals and connection to development of writing skills, teaching reading, using metalanguage glossary <p>PLTs focus on LI, SC and LBG for Successful Lessons</p>	<ul style="list-style-type: none"> ✓ Assessment & Reporting Coordinator ✓ Assistant Principal ✓ Leadership Team ✓ Leading Teacher(s) ✓ Learning Specialist(s) ✓ PLT Leaders ✓ Principal ✓ Sub School Leader/s ✓ Teacher(s) 	<ul style="list-style-type: none"> ✓ PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$200,000.00</p> <ul style="list-style-type: none"> ✓ Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used ✓ Schools Mental Health Menu items will be used which may include DET funded or free items

<p>The observations of Learning Specialists focus on the quality and impact of LI, SC and LBG</p> <p>Teachers report that they feel more confident to write LI and SC because they have enhanced subject/content knowledge of the subjects they are teaching</p> <p>Classroom observations and learning walks demonstrate a high or improving level of content knowledge</p>				
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Strengthen the whole school approach towards curating and sustaining a psychologically safe classroom culture			
Outcomes	<p>Leadership Team Leaders will support the continuous development, documentation, and revision of whole school classroom management approaches to support psychological safety. The sub-school teams and Student Services will directly support students' mental health and/or provide referrals</p> <p>Students Students will be able to identify strategies teachers apply to foster a positive classroom culture Students will be able to explain the role of the student and teacher in fostering a positive classroom culture Students will report improved emotional awareness and resilience around their learning in the classroom Students will experience a more consistent approach to classroom management, which increases their sense of psychological safety.</p> <p>Teachers Teachers will plan for and implement consistent classroom management strategies Teachers will be able to recognize and respond to behaviours and the emotional needs of students within their class, prior to referring to the Student Learning & Wellbeing Managers or Student Services Team</p>			
Success Indicators	<p>Early indicators: Lesson Plans will demonstrate an intentionality around the use of the Shared Learning Norms. Notes from learning walks and peer observations will show how staff are embedding classroom management strategies Sub-Schools will notice staff are trialing a range of classroom management strategies, prior to help-seeking</p>			

	<p>Students notice consistent routines in the classroom around behaviour management.</p> <p>Late indicators: Learning continua data indicates students are taking more learning risks Classroom management strategies are more consistent in the classroom Teachers can articulate evidence-based strategies they are applying in the classroom. Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: teacher concern, sense of connectedness, emotional awareness and regulation, psychological distress, resilience</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<p>Activities Develop a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating a psychologically safe classroom</p> <p>Develop an evidence-based classroom management framework</p> <p>Provide professional learning to staff around consistent classroom management strategies</p> <p>Continue to provide professional learning around psychological safety through the lens of the Shared Learning Norms</p> <p>Provide the Sub-School team and Student Services team with additional coaching to build capacity to support teachers with classroom management strategies</p> <p>Develop a professional learning plan to increase staff capacity in embedding classroom management strategies</p> <p>Develop capacity of staff to embed social goals as success criteria.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$200,000.00</p> <ul style="list-style-type: none"> <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

Review IEP process and effectiveness on student learning progress				
Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile				
Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.				
Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom				

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$113,484.30	\$513,485.00	-\$400,000.70
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$113,484.30	\$513,485.00	-\$400,000.70

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Term 1: Schedule whole staff PD on reducing anxiety (moving the focus from the solution/end to result methodology/process)	\$228,372.00
Termly staff meetings: Numeracy team leads smaller group learning for staff across the course of the year	

<p>Term 1: Professional learning delivered to support teachers to understand formative assessment in Maths (including use of hinge questions, resources embedded in lessons to support differentiated pathways, dialogic classrooms)</p> <p>Learning Specialist initiates plan to use hinge questions in all Senior Maths lessons, Learning Specialist role-models Team leaders plan to include in lessons</p> <p>Term 2: Numeracy leaders review VCE SAC design to ensure they are accessible to the range of abilities in the cohort</p> <p>Numeracy leaders lead SRC focus group regarding teacher practice</p> <p>Teachers create mini-lessons regarding sentence structure, cohesion and punctuation.</p> <p>Teachers create anchor charts to support the writing process.</p> <p>Literacy leaders develop a metalanguage glossary to refer to in planning and lessons</p> <p>Literacy leaders deliver PL regarding</p> <ul style="list-style-type: none"> • use of reading journals and connection to development of writing skills • teaching reading • using metalanguage glossary <p>PLTs focus on LI, SC and LBG for Successful Lessons The observations of Learning Specialists focus on the quality and impact of LI, SC and LBG.</p> <p>Teachers report that they feel more confident to write LI and SC because they have enhanced subject/content knowledge of the subjects they are teaching.</p>	
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Classroom observations and learning walks demonstrate a high or improving level of content knowledge	
<p>Activities</p> <p>Develop a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating a psychologically safe classroom.</p> <p>Develop an evidence-based classroom management framework</p> <p>Provide professional learning to staff around consistent classroom management strategies.</p> <p>Continue to provide professional learning around psychological safety through the lens of the Shared Learning Norms.</p> <p>Provide the Sub-School team and Student Services team with additional coaching to build capacity to support teachers with classroom management strategies.</p> <p>Develop a professional learning plan to increase staff capacity in embedding classroom management strategies</p> <p>Develop capacity of staff to embed social goals as success criteria.</p> <p>Review IEP process and effectiveness on student learning progress.</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile.</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and</p>	\$285,113.00

sense of psychological safety.	
Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom.	
Totals	\$513,485.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<p>Term 1: Schedule whole staff PD on reducing anxiety (moving the focus from the solution/end to result methodology/process)</p> <p>Termly staff meetings: Numeracy team leads smaller group learning for staff across the course of the year</p> <p>Term 1: Professional learning delivered to support teachers to understand formative assessment in Maths (including use of hinge questions, resources embedded in lessons to support differentiated pathways, dialogic classrooms)</p> <p>Learning Specialist initiates plan to use hinge questions in all Senior Maths lessons, Learning Specialist role-models, Team leaders plan to include in lessons</p> <p>Term 2: Numeracy leaders review VCE SAC design to ensure they are accessible to the range of abilities in the cohort</p>	<p>from: Term 1 to: Term 4</p>	\$228,372.00	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services

<p>Numeracy leaders lead SRC focus group regarding teacher practice Teachers create mini-lessons regarding sentence structure, cohesion and punctuation</p> <p>Teachers create anchor charts to support the writing process</p> <p>Literacy leaders develop a metalanguage glossary to refer to in planning and lessons</p> <p>Literacy leaders deliver PL regarding</p> <ul style="list-style-type: none"> • use of reading journals and connection to development of writing skills • teaching reading • using metalanguage glossary <p>PLTs focus on LI, SC and LBG for Successful Lessons The observations of Learning Specialists focus on the quality and impact of LI, SC and LBG</p> <p>Teachers report that they feel more confident to write LI and SC because they have enhanced subject/content knowledge of the subjects they are teaching</p> <p>Classroom observations and learning walks demonstrate a high or improving level of content knowledge</p>			
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<p>Activities</p> <p>Develop a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating a psychologically safe classroom.</p> <p>Develop an evidence-based classroom management framework</p> <p>Provide professional learning to staff around consistent classroom management strategies</p> <p>Continue to provide professional learning around psychological safety through the lens of the Shared Learning Norms</p> <p>Provide the Sub-School team and Student Services team with additional coaching to build capacity to support teachers with classroom management strategies.</p> <p>Develop a professional learning plan to increase staff capacity in embedding classroom management strategies</p> <p>Develop capacity of staff to embed social goals as success criteria</p> <p>Review IEP process and effectiveness on student learning progress</p>	<p>from: Term 1 to: Term 4</p>	<p>\$285,113.00</p>	<ul style="list-style-type: none"> ☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services
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<p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate Profile</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom</p>			
Totals		\$513,485.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Term 1: Schedule whole staff PD on reducing anxiety (moving the focus from the solution/end to result methodology/process)</p> <p>Termly staff meetings: Numeracy team leads smaller group learning for staff across the course of the year</p> <p>Term 1: Professional learning delivered to support teachers to understand formative</p>	<p>✓ Assessment & Reporting Coordinator</p> <p>✓ Assistant Principal</p> <p>✓ Leadership Team</p> <p>✓ Leading Teacher(s)</p> <p>✓ Learning Specialist(s)</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p>✓ Peer observation including feedback and reflection</p> <p>✓ Formalised PLC/PLTs</p> <p>✓ Student voice, including input and feedback</p>	<p>✓ Whole School Pupil Free Day</p> <p>✓ Formal School Meeting / Internal Professional Learning Sessions</p> <p>✓ PLC/PLT Meeting</p>	<p>✓ SEIL</p> <p>✓ Learning Specialist</p> <p>✓ Numeracy leader</p>	<p>✓ On-site</p>

<p>assessment in Maths (including use of hinge questions, resources embedded in lessons to support differentiated pathways, dialogic classrooms)</p> <p>Learning Specialist initiates plan to use hinge questions in all Senior Maths lessons</p> <p>Learning Specialist role-models, Team leaders plan to include in lessons</p> <p>Term 2: Numeracy leaders review VCE SAC design to ensure they are accessible to the range of abilities in the cohort</p> <p>Numeracy leaders lead SRC focus group regarding teacher practice</p> <p>Teachers create mini-lessons regarding sentence structure, cohesion and punctuation.</p> <p>Teachers create anchor charts to support the writing process.</p> <p>Literacy leaders develop a metalanguage glossary to refer to in planning and lessons</p> <p>Literacy leaders deliver PL regarding</p>	<p>✔ PLT Leaders</p> <p>✔ Principal</p> <p>✔ Sub School Leader/s</p> <p>✔ Teacher(s)</p>					
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<ul style="list-style-type: none"> • use of reading journals and connection to development of writing skills • teaching reading • using metalanguage glossary <p>PLTs focus on LI, SC and LBG for Successful Lessons</p> <p>The observations of Learning Specialists focus on the quality and impact of LI, SC and LBG.</p> <p>Teachers report that they feel more confident to write LI and SC because they have enhanced subject/content knowledge of the subjects they are teaching.</p> <p>Classroom observations and learning walks demonstrate a high or improving level of content knowledge</p>						
<p>Activities</p> <p>Develop a whole-school learning and wellbeing model for the school community to foster an understanding of the role of the teacher, student and parent/carer in creating a psychologically safe classroom.</p> <p>Develop an evidence-based classroom management</p>	<ul style="list-style-type: none"> ✓ All Staff ✓ Allied Health ✓ Assistant Principal ✓ Careers Leader/Team ✓ Education Support 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Curriculum development ✓ Peer observation including feedback and reflection ✓ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day 	<ul style="list-style-type: none"> ✓ SEIL ✓ Internal staff ✓ External consultants <p>Cannan Consulting Simon Crisp Paige Williams</p>	<ul style="list-style-type: none"> ✓ On-site

<p>framework</p> <p>Provide professional learning to staff around consistent classroom management strategies.</p> <p>Continue to provide professional learning around psychological safety through the lens of the Shared Learning Norms.</p> <p>Provide the Sub-School team and Student Services team with additional coaching to build capacity to support teachers with classroom management strategies.</p> <p>Develop a professional learning plan to increase staff capacity in embedding classroom management strategies</p> <p>Develop capacity of staff to embed social goals as success criteria.</p> <p>Review IEP process and effectiveness on student learning progress.</p> <p>Review the Tutorial Program for a consistent, six year, evidenced-based learning and wellbeing experience, in alignment to the Graduate</p>	<p>✓ Leadership Team</p> <p>✓ Principal</p> <p>✓ Student Wellbeing Co-ordinator</p> <p>✓ Student(s)</p> <p>✓ Wellbeing Team</p>					
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<p>Profile.</p> <p>Schedule learning walks and peer observation with the networking Primary School to understand classroom management strategies and support student transition and sense of psychological safety.</p> <p>Schedule regular feedback from student leaders about how students are establishing a safe learning culture in the classroom.</p>						
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