

Annual Implementation Plan - 2024

Define actions, outcomes, success indicators and activities

Bundoora Secondary College (7874)



Submitted for review by Anesti Anestis (School Principal) on 14 March, 2024 at 10:01 PM

Endorsed by Justin Esler (Senior Education Improvement Leader) on 15 March, 2024 at 11:09 AM

Endorsed by Robert Becker (School Council President) on 25 March, 2024 at 11:25 AM

Define actions, outcomes, success indicators and activities

Goal 2	To enhance learning performance and growth for all students with focus on English and mathematics.
12-month target 2.1 target	By 2024 in VCE: <ul style="list-style-type: none"> - Maintain General Mathematics mean study score of 30.5 (2023). - Improve English mean study score to 27.5. - Improve the all study mean score from to 28.5.
12-month target 2.2 target	By 2024: <ul style="list-style-type: none"> - Improve Year 9 NAPLAN High and Medium Relative Growth in Reading, Writing Domains to 70%. - Improve Year 9 NAPLAN High and Medium Relative Growth in Numeracy Domains to 65%. - Teacher Judgement Growth over 2 years, from Semester 1 in Year 7 to Semester 1 in Year 9: <ul style="list-style-type: none"> - above expected growth in English (Writing) to 22.5%. - above expected growth in Mathematics (Number and Algebra) to 26%.
12-month target 2.3 target	By 2024: Improve the percentage positive endorsement of AtoSS factors: <ul style="list-style-type: none"> - Stimulated learning to 50% - Effort to 65% - Motivation and interest to 55%
12-month target 2.4 target	By 2024: Improve the percentage positive endorsement of SSS factors: <ul style="list-style-type: none"> - Collective efficacy to 55% - Teacher collaboration to 40% - Guaranteed and viable curriculum to 55%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build stimulating and challenging learning environments.

Actions	Continue delivering staff PD which: <ul style="list-style-type: none"> - Supports staff to adapt/adopt pedagogies and structures which support the implementation of the new BSC Instructional Model and day structure/timetable. - Supports staff to adapt/adopt pedagogies and structures which increase the proportion of class time where students are engaged in 'visibly active learning'. - Supports staff to differentiate the learning in their classrooms to meet the specific literacy and numeracy needs of learners. - Support staff to ensure every subject has at least one 'Leaving to Learn' opportunity, aligned to the BSC CQEES credential, built into unit plan/s. - Identifies our high ability students and supports staff to provide challenging opportunities/experiences which allow for their extension/growth. 			
Outcomes	<ul style="list-style-type: none"> - Teaching staff are confident to design, deliver and evaluate highly differentiated teaching and learning programs that are consistent with the BSC IM and Unit and lesson Planning Models, and include active and collaborative opportunities for learning. - Students include learning experiences and products in their CQEES portfolios and understand the purpose of their CQEES presentations at the end of each semester. - Students will be able to articulate the 'usual' structure of lessons and will know if they have met the success criteria for each lesson. 			
Success Indicators	An increase in AToSS: <ul style="list-style-type: none"> - 5% increase in Stimulated learning - 5% increase Motivation and interest - 5% increase in Effort 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to develop and deliver PD which supports staff to adapt/adopt pedagogies and structures which support the implementation of the BSC Instructional Model and Unit and Lesson Planning Models.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to develop and deliver staff PD which supports staff to adapt/adopt pedagogies and structures which increase the proportion of class time where students are engaged in 'visibly active learning'. This will include improving staff knowledge,	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$50,000.00

capability and application of design and creativity tools and technologies.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Continue to develop and deliver staff PD which supports staff to differentiation the learning in their classrooms to meet the specific literacy and numeracy needs of learners.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Focus on identifying our high ability students and supporting staff to provide challenging opportunities/experiences which allow for their extension/growth.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Audit the curriculum that is being documented by staff to ensure that unit plans meet the requirements of the BSC Quality Curriculum Tool.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support staff to ensure students are recording their experiences (projects, events, excursions, competitions, personal best) in their CQEES Portfolio and understand the purpose and importance of the CQEES credential and CQEES presentations.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop the Makerspace to become an innovative learner-centred environment accessible by all learning areas where students can engage in authentic STEM experiences.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed the work in PLC implementation across the school through: <ul style="list-style-type: none"> • Appointment of learning specialists with clearly defined roles and goals. • Building teacher capacity to differentiate teaching to ensure challenge and progress for every student. 			

incorporating extra-curricula programs				
Actions	<ul style="list-style-type: none"> - Clearly define the roles and success indicators for all college Learning Specialists & Instructional Leader/s. - Model and foster effective and efficient teacher collaboration, reflection, and improvement of units of work and pedagogical approaches through PLC cycles. - Within PLCs, support all teaching staff to undertake peer observations, team teaching opportunities, and modelled lessons to build capacity for consistent implementation of the BSC Instructional Model and effective differentiation. - Within PLCs, develop data literacy of teachers and education support staff/tutors to inform understanding of student needs and progress, and identify students requiring additional support or extension/acceleration. - Review both the BSC Literacy and Numeracy programs for explicit skill-building and implement the targeted teaching of deficit skills at both a cohort and individual level using SmartLab Literacy & Numeracy Diagnostics. - Implement a new highly structured and sequenced literacy and numeracy intervention program, QuickSmart, to assist students who are identified as being well below the expected level. 			
Outcomes	<ul style="list-style-type: none"> - Learning specialists and instructional leaders will be able to prioritise work to meet their defined goals. - Teaching staff are using BSC PLC structures to reflect on and improve their teaching practice. - Teaching staff are regularly participating in peer observations and team teaching opportunities. - Teachers will visibly document differentiation and modification in unit plans. - English and Mathematics teaching staff and ES/Tutor staff will target learning to ensure all students are making learning progress. 			
Success Indicators	<p>An improvement in SSS:</p> <ul style="list-style-type: none"> - 5% increase in Teacher collaboration - 5% increase in Collective efficacy - 5% increase in Instructional Leadership - 5% increase in Guaranteed and viable curriculum 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All learning leaders to co-create the role descriptions and use the 50 day plan model to plan for the successful delivery of priorities/goals.	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

All teaching staff and ES/tutors are collaborating and working to improve units of work and classroom pedagogies through active participation in PLCs.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Teaching staff are regularly engaged in peer observations and team teaching opportunities (with a focus on the consistent implementation of the BSC Instructional Model).	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure that the implementation of targeted literacy and numeracy interventions and explicit skill building is delivered through the use of QuickSmart, SmartLab, and in-class tutor support. This will require staff PD in the use of these tools for all English and Maths staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Collaboratively review and enhance engaging/relevant/rigorous middle years program. (pathways/careers/ preparation for VCE)			
Actions	<ul style="list-style-type: none"> - Review and refinement of whole school/learning area scope and sequences to ensure students enter their senior years with the skills required to experience success in their selected pathways/s. - Evaluate all curriculum that is documented for quality using the BSC Quality Curriculum Tool. Develop opportunities for students to evaluate curriculum based on their engagement and interest. - Investigate and introduce opportunities for students to gain micro credentials (contributing to and building their CQEES credential) whilst studying PACE21 electives. These micro credentials could be used to determine if a student has the requisite skills and experience to access VCE studies early. - Review Assessment & Reporting policies to ensure that students and parent/carers are aware of when minimum requirements are being met in subjects, and to recognise and reward students who are striving to achieve their personal best. 			

Outcomes	<ul style="list-style-type: none"> - Teachers are able to objectively review units of work for relevance/engagements and rigour. - Students understand how the skills and knowledge developed in the middle years program connects to potential VCE subjects. - Students and parents/carers are aware if the minimum requirements are not met during a semester of study. - Students are aware of the micro credential opportunities and processes and how they can be used to build their CQEES portfolios. 			
Success Indicators	<ul style="list-style-type: none"> - All teaching staff are able to demonstrate that they are building, documenting and evaluating curriculum using the BSC Quality Curriculum Tool as a part of the PDP process. - Students data on the achievement of micro cedentials each semester. - 5% increase in Stimulated learning in AToSS - 5% increase Motivation and interest in AToSS - 5% increase in Effort in AToSS 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Continue to develop Master Notebooks and use the BSC Curriculum Documentation Tool to review and refine whole school and learning area scope and sequences.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Support staff to develop curriculum which meets the requirements of the BSC Quality Curriculum Tool. Monitor the use of the tool via the 2024 PDP process for teaching staff.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop micro credential opportunities and processes and communicate their purpose to students and the school community.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Continue to increase rigour and student preparation for VCE through conducting end of semester exams for selected PACE21 Maths & English classes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

KIS 2.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Use the Professional Learning Community inquiry cycle to build staff capacity to analyse and use student achievement data sets.			
Actions	<ul style="list-style-type: none"> - Continue to develop data literacy of teachers and education support staff to inform their understanding of individual student's needs and progress, with a focus on the building of explicit skills. - Triangulation of all data sets by school leaders and staff to identify students requiring both additional support and extension/challenge opportunities. - Refine goal setting for all students. All students to co-create a specific literacy and numeracy goal with their English/Maths teachers that is informed by achievement, progress, and any skill deficits identified through standardised and diagnostic testing (e.g. NAPLAN, PAT). These goals to be revisited regularly and their achievement reflected upon during CQEES presentations. 			
Outcomes	<ul style="list-style-type: none"> - Leaders are using multiple sources of data when identifying student needs. - Teachers are confidently using data to plan, differentiate, give feedback to students and refine their programs. - Students are able to set and track progress on personal literacy and numeracy goals . 			
Success Indicators	<ul style="list-style-type: none"> - SSS improvement in Collective focus on student learning. - All students have well-developed goals in their IEPs and CQEES presentations. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Upload all relevant student learning data and train staff in the use of the Compass Pulse data platform.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
All English and Maths teachers to co-create learning goals with each of their students using all available data and feedback.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	
Introduction of new tools in 2024, SmartLab Diagnostics and QuickSmart, to enable students and staff to know when they mastering skills and experiencing growth.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 2.e Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement an agreed instructional model			
Actions	- Design and deliver a sequence of PD sessions to support staff to implement the BSC Instruction Model, and to adapt to the specific requirements of learning areas, including the integrated Deep Learning Electives in PACE21.			
Outcomes	- Teachers use BSC IM model to plan, and students are aware of the expected components or structures of a BSC lesson. - Staff and students are routinely reflecting on what works and doesn't and using feedback to improve and refine lesson and unit plans.			
Success Indicators	Improved SSS in: - Instructional leadership - Teacher collaboration			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Design and deliver a sequence of PD sessions to support staff to implement the instructional model	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 3	To improve student engagement in learning
12-month target 3.1 target	In 2023 it was 55%. We are aiming for 44% in line with the state average.
12-month target 3.2 target	Raise participation in NAPLAN to 80% in 2024.
12-month target 3.3 target	Aim for 100% in 2024
12-month target 3.4 target	Sense of connectedness in 2023 is 40% - aiming for 45% Motivation and interest in 2023 is 48% - aiming for 53% Student voice and agency in 2023 is 40% - aiming for 45%
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement targeted student and family support to increase attendance
Actions	<ul style="list-style-type: none"> - Continue with tuning into teens (particularly Entry parents in term 1) - Externals to come in and talk about school refusal - Promotion/publish of success stories from 2023 (both parent and student) - Resource/information across the school more regularly (aimed at parents for the tier 1 and 2 attendance concerns) - Improve connectedness with families with social groups once a term (eg. Are you having trouble getting your child to school?) - Improve the narrative around the importance of extra curricular activities - Education to parents about managing anxious students and building on strengths with a transition focus
Outcomes	<ul style="list-style-type: none"> - improved attendance from students who have no reason to be absent - positive relationships with parents and provide confidence to them to deal with refusal
Success Indicators	<p>Increased participation of parent survey (more than 40%) Decrease in the number of students missing 20+ days (lower than 55%) Increased sense of connectedness in the ATOSS data (up from 40%) Participation in Managing Anxiety aimed at Transition families (possibly extend another session for other year levels)</p>

	Increased parent participation in Tuning into Teens (10-12 families)			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Continue with tuning into teens (particularly Entry parents in term 1) - Education to parents about managing anxious students and building on strengths with a transition focus 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<ul style="list-style-type: none"> from: Term 1 to: Term 1 	<ul style="list-style-type: none"> \$15,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> - Externals to come in and talk about school refusal - Promotion/publish of success stories from 2023 (both parent and student) - Resource/information across the school more regularly (aimed at parents for the tier 1 and 2 attendance concerns) - Improve connectedness with families with social groups once a term (eg. Are you having trouble getting your child to school?) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<ul style="list-style-type: none"> from: Term 1 to: Term 2 	<ul style="list-style-type: none"> \$0.00
KIS 3.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop processes to encourage and acknowledge value of participation, achievement and measurement of learning growth in NAPLAN for students			
Actions	<ul style="list-style-type: none"> - Explicit preparation and practice for NAPLAN in English and Maths - More recognition of 'High Growth' in NAPLAN for students. 			

Outcomes	<ul style="list-style-type: none"> - Teachers encourage and recognise growth in NAPLAN. - Students are confident approaching NAPLAN and understand what will be required. 			
Success Indicators	NAPLAN participation data improves.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
NAPLAN preparation to familiarise students with the online testing platform to be scheduled.	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
NAPLAN achievement and growth celebrated through the CQEES portfolio conferences and celebration assemblies.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement responses to intervention in attendance with focus on PAL.			
Actions	<ul style="list-style-type: none"> - Schedule of Monday meetings (optional and compulsory) to PD staff - Ensuring staff are able to identify attendance concerns - Ensuring PALS stay involved with students and their families (even if they have a case manager) - Coaching staff through the attendance process - Coaching staff on how to contact home - Using the language of the ATOSS survey to reiterate to students what we are doing to care about them (implement into PAL lessons) - 1:1 coaching of PALS about student data for action - Attendance officer bringing patterns to the PALS attention with generic email and follow up with mini school leaders when not actioned 			

Outcomes	<ul style="list-style-type: none"> - Increased chronicles from PALS about contacting home - Improved understanding of the attendance process - Feedback from PALS that they are understanding the process 			
Success Indicators	<ul style="list-style-type: none"> - Improved attendance (down from 44% of students with 20+ days) - Improved connectedness (up from 40%) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Ensuring staff are able to identify attendance concerns - Ensuring PALS stay involved with students and their families (even if they have a case manager) - Coaching staff through the attendance process - Coaching staff on how to contact home - Using the language of the ATOSS survey to reiterate to students what we are doing to care about them (implement into PAL lessons) - 1:1 coaching of PALS about student data for action 	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
<ul style="list-style-type: none"> - Schedule of Monday meetings (optional and directive) to PD staff 	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> - Attendance officer bringing patterns to the PALS attention with generic email and follow up with mini school leaders when not actioned 	<input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 3.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Enhance the whole-college approach to student health, engagement and inclusion.			

and a positive, safe and orderly learning environment				
Actions	<ul style="list-style-type: none"> - Whole school event days continue (one large event per term) - Improve narrative about the importance of extra curricular activities (- Suggestion to provide opportunity for students leaders attend PB for leadership training and time to plan and prepare for events) - New position for student voice and agency - New position for positive behaviour support - Focus groups of students to unpack their ATOSS data and give direction on what next - KESO to help set up Koorie Club 			
Outcomes	<ul style="list-style-type: none"> - Training of the new applicants - Ensure teachers are giving options to students in their learning - Improved promotion and communication with families about the educational purpose of excursions - Promotion of lunchtime clubs and activities (interventions) 			
Success Indicators	<p>Sense of connectedness is 45%</p> <p>Motivation and interest is 53%</p> <p>Student voice and agency is 45%</p> <p>Sense of inclusion remains 75% or higher</p> <p>Student sense that the college respects diversity increases from 37%</p> <p>Tracking the number of students that attend clubs and survey if we are meeting their needs</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - KESO to help set up Koorie Club - New position for student voice and agency - New position for positive behaviour support 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<ul style="list-style-type: none"> - Whole school event days continue (one large event per term) (- Suggestion to provide opportunity for students leaders attend PB for leadership training and time to plan and prepare for events) 	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

- Improve narrative about the importance of extra curricular activities	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Wellbeing team		to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
- Focus groups of students to unpack their ATOSS data and give direction on what next	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Goal 4	Enhance student wellbeing			
12-month target 4.1 target	Sense of confidence in 2023 is 44% - aiming for 49% Self- regulation and goal setting in 2023 is 47% - aiming for 52% Perseverance in 2023 is 44% - aiming for 54% Motivation and interest in 2023 is 48% - aiming for 58%			
12-month target 4.2 target	Student motivation and support is 65% in 2023 - aiming for 70%			
12-month target 4.3 target	Academic emphasis to 40% in 2024.			
12-month target 4.4 target	Emotional awareness is 58% in 2023 - aiming to maintain as we have currently a 5% difference. Resilience female was 59% and male was 73% in 2023 - aiming to narrow the gap to 10%			
KIS 4.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement student 'ready to learn' plan			
Actions	<ul style="list-style-type: none"> - Ready to learn plans are unified into one place - Tier 3 case managers will write ready to learn plans for their students and communicate this to the PAL - Add the Ready to Learn Plan from the Berry St model to a PAL lesson and the OneNote 			

	<ul style="list-style-type: none"> - Continue with the Berry St Model training - Whole school approach to restorative practice 			
Outcomes	<ul style="list-style-type: none"> - Every student will have an explicit ready to learn plan - Every student and parent will have a link to their IEP on their Compass landing page - Staff and students will access and implement strategies from their ready to learn plans - Improved understanding of rupture and repair 			
Success Indicators	<ul style="list-style-type: none"> - Decreased number of students presenting to the Hub for non scheduled appointments - Less exit forms - Less behaviour chronicles - Attendance improved 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Ready to learn plans are unified into one place - Add the Ready to Learn Plan from the Berry St model to a PAL lesson and the OneNote 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> - Continue with the Berry St Model training - Whole school approach to restorative practice 	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<ul style="list-style-type: none"> - Tier 3 case managers will write ready to learn plans for their students and communicate this to the PAL 	<input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 4.b	Extend existing snapshot process to all students by 2025			

Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities				
Actions	<ul style="list-style-type: none"> - Implementation of the IEP process - Improved the transition process from Grade 6 in preparation for IEPs - Coaching PALS on how to write and implement goals 			
Outcomes	<ul style="list-style-type: none"> - Every student has an IEP rated at 3 or 4 on the rubric of quality IEP's - Every student has a goal they created in collaboration with their PAL. 			
Success Indicators	ATOSS <ul style="list-style-type: none"> - Motivation and interest increases - The teachers care about me increases - Self regulation and goal setting increases - Student voice and agency increases 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> - Implementation of the IEP process - Coaching PALS on how to write and implement goals 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
<ul style="list-style-type: none"> - Improved the transition process from Grade 6 in preparation for IEPs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team 	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
KIS 4.d	Enrich pedagogical practice to develop student capacity as independent and self-regulating learners.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs				
Actions	<ul style="list-style-type: none"> - Embed trauma-informed strength-based approach (Berry St Model) in lesson and unit plans. - All unit plans have explicit links to CQEES so students can independently develop their CQEES portfolios. - Students with the most complete CQEES portfolios are recognised and celebrated as learners. 			
Outcomes	<ul style="list-style-type: none"> - Students will actively seek out opportunities, including extracurricular activities, to enrich their learning experience and develop their CQEES portfolio. - Staff will develop teaching and learning programs that are engaging and which allow motivated students to flourish and access enhanced learning opportunities. 			
Success Indicators	Improve AToSS measures: <ul style="list-style-type: none"> - Sense of confidence - Self-regulation and goal setting - Perseverance - Motivation and interest 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Clearly documented unit plans in all learning areas/subjects by the end of 2024. The models and tools developed will assist staff to confidently plan engaging lessons/curriculum.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Recognition of students with highly developed CQEES portfolios and presentations each semester.	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Administer the Personal Best program and promote the opportunities and celebrate successes of students who maximise their opportunities within the program.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00